

August 22, 2018

Wednesday

August 2018						
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	WEDNESDAY
	22
	Portland Day
7 ^{AM}	
8	Meet w/Elise Brown Costello's Travel Caffe' - 2222 NE Broadway
9	Phone check-in w/Debbie
10	
11	SBAC Communications And Policy Meeting 300A, ODE Public Service Building KNAUS Jenni - ODE
12 ^{PM}	Lunch
1	Lindsey and Ben 1:1 Portland CANNON Ben
2	Conference call: Pooja Lindsey Colt; Pooja to host; BHATT Pooja * GOV
3	3:00pm Mtg Re: Education Whitepaper Business OR/RoundUp Conf Rm or Dial: [REDACTED] Nik to Host BLOSSER Nik * GOV
4	Check-in w/Hilda; Lindsey call Hilda; CAPPS Lindsey D * GOV
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August 23, 2018

Thursday

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	THURSDAY
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12 ^{PM}	
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2	<div>Governor's Education Agenda CEdO Conference Room CAPPS Lindsey D * GOV</div> <div>Check-in w/Debbie</div>
3	<div>Procedural Subcommittee Access code</div> <div>3:30 p.m. CALL for Daily Whitepaper Check-in; Dial:</div>
4	<div>Educator Advancement Council Call: , Access Code: (Directors to Press *6 to UNMUTE themselves) CAPPS Lindsey D * GOV</div>
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August 24, 2018

Friday

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	FRIDAY
	24
	Debbie @ Ed Equity Advisory Group Retreat (WOU)
7 ^{AM}	
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10	Lindsey/Miriam 1:1 Lindsey to call Miriam CAPPS Lindsey D * GOV
11	
12 ^{PM}	
1	
2	YDC Executive Committee meeting 121 SW Salmon St. Portland
3	Meeting: Duncan Wyse/Kyle/Lindsey re: Education Budget Oregon Business Council Building CAPPS Lindsey D * GOV
4	Meet w/Trent Lutz re: 2019 Education Budget 824 SW 2nd Ave, Portland CAPPS Lindsey D * GOV
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August 25, 2018

Saturday

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	SATURDAY
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7 ^{AM}	
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12 ^{PM}	12:15 pm TC w/Chris & Kate re: Monday education event Chris to call Kate and add Governor ; Kate Brown Schedule * GOV
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August 26, 2018

Sunday

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	SUNDAY
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August 27, 2018

Monday

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	MONDAY
	27
7 ^{AM}	
8	Back to School Event Madison High School
9	Travel to Salem
10	Review ODE-Early Learning Division E-Board request; Somerville /
11	Lisa Morawski + Lindsey Capps Check-In Lindsey's Office; CAPPS Lindsey D * GOV
12 ^{PM}	Children's Cabinet - WG #2 - 5th meeting - Preschool & Early Learning Workforce Development Somerville Building, Salem - Conf. Room B - Call-in option below LESLIE Berri * GOV
1	Pooja, Lindsey, Miriam & Berri; Somerville - Conf. Room A; LESLIE Berri * GOV
2	Lunch
3	Daily Meeting w/Debbie
	Check-in w/Scott Yamamoto; Lindsey's office; CAPPS Lindsey D * GOV
4	P-3 Transition Bi-Weekly Check In PSB Conference Room 430 CAPPS Lindsey D * GOV
5	5:15 p.m. CALL w/Lindsey, Trent & Nik; Dial: [REDACTED] Nik to Host; BLOSSER Nik * GOV
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August 28, 2018

Tuesday

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	TUESDAY
	28
	Portland Day
7 ^{AM}	
8	<div> <div> President's Council 506 SW Mill St. Rm 212 </div> <div></div> </div>
9	
10	<div> <div></div> <div> Educator Advancement Team w/Lindsey Lindsey's Office; CAPPS Lindsey D * GOV </div> </div>
11	
12 ^{PM}	<div> 11:30 a.m. Children's Agenda -- Whitepaper Meeting Governor's Conference Room * GOV or Dial: [REDACTED] Nik to Host BLOSSER Nik * GOV </div>
	Lunch
1	
2	<div> Workforce Cabinet Meeting Capitol, Governor's Conference Room. Dial-in: [REDACTED], Access: [REDACTED] PIRTLE-GUINEY Elana * GOV </div>
3	
4	<div> Wkly Check-in w/Pooja Phone call CAPPS Lindsey D * GOV </div>
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August 29, 2018

Wednesday

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	WEDNESDAY	
	29	
7 ^{AM}	United Flight 789 to Denver at 5:25 a.m./Arrive 8:52 a.m. PDX to Denver	
8		
9	Hotel recommends calling an Uber for transportation (20-25 min ride)	
10		
11		
12 ^{PM}	Hotel - Hyatt Regency/13200 E. 14th Pl, Aurora, CO 303-365-1234	
1	TwoGen Conference Denver, CO	1:00 pm Meeting Re: State Schools Funding Business OR/121 SW Salmon, Ste. 205/Deschutes Conf Rm BLOSSER Nik * GOV
2		
3		Lindsey/Ben 1:1 Phone call (PST)
4		
5		
6	Call Anne Bryan (6 p.m. PST); Home [REDACTED]	
	Call Julie Heffernan at 6:30 p.m. (PST); [REDACTED]	
	7:00pm - 7:30pm Call Guadalupe Martinez at 7 p.m. PST [REDACTED]	

August 30, 2018

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	THURSDAY	
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	TwoGen Conference (Denver, CO)	
7 ^{AM}		
8		
9	ACF + ASCEND TwoGen Conference CU, Anschutz Medical Campus, Nighthorse Campbell Bldg, 13055 E. 17th Avenue, Denver, CO	
10		
11		
12 ^{PM}		
1		
2		Governor's Education Agenda CEDO Conference Room CAPPS Lindsey D * GOV
3		
4		
5	United flight 745 at 7:10 p.m. Denver to PDX/arrive at 8:50 p.m. Denver to PDX	
6		

August 31, 2018

Friday

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	FRIDAY
	31
	Debbie - out
	DEADLINE: ARB due (8/31) - STARR John - CEo
	Deadline: Draft Affirmative Action Plan - ROSSELLI Hilda - CEo
7 ^{AM}	
8	
9	
10	Lindsey/Miriam 1:1 Lindsey to call Miriam CAPPS Lindsey D * GOV
11	
12 ^{PM}	
1	Colt & Lindsey 1:1 Lindsey call Colt
2	FW: Invitation: Miriam Calderon/Sue Miller/Lindsey Capps: Multnomah Count... @ Fri Aug 31, 2018 2pm - 3pm (PDT) (debbie.green@state.or.us) tia.williams@multco.us
3	
4	Phone call w/ Narcedelia Rodriguez; 503-352-1457
5	
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August 22, 2018

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	WEDNESDAY
	22
	TCM
7 ^{AM}	
8	DO NOT SCHEDULE
9	personal By phone
10	
11	
12 ^{PM}	
	Chris & Kate Check-in; by phone; PAIR Chris * GOV
1	Communications Team Meeting ; PAIR Chris * GOV
2	ODVA prep; ; PAIR Chris * GOV
	2:30pm CALL for Executive Team Mtg; Dial: Nik to Host call; BLOSSER Nik * GOV
3	
4	4:00 p.m. CALL for Daily Whitepaper Check-in; Dial: Nik to Host; BLOSSER Nik * GOV Call- Robert Oakes, DHS ; Call- Christy to call Chris' Mobile; PAIR Chris * GOV
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	THURSDAY
	23
	TCM
7 ^{AM}	
8	Naughton Nass Ball Coba Blosser Koreski Pirtle-Guiney Pair Leslie Moller RE: Weekly CFO Budget Meetings Governor's Conference Room 254 [REDACTED] Access Code: [REDACTED] Debbie is Host; NAUGHTON George M * DAS
9	personal By phone
	Nikki & Chris: Weekly Check-In; Chris' office; PAIR Chris * GOV
10	
11	
	Chris & Kourtney Check-in; Chris to Call Kourtney ; PAIR Chris * GOV
12 ^{PM}	Personal
1	
2	
3	Scheduling Meeting; Governor's Conference Room or Dial: [REDACTED] Host is Nik; BLOSSER Nik * GOV
	3:30 p.m. CALL for Daily Whitepaper Check-in; Dial: [REDACTED] Nik to Host; BLOSSER Nik * GOV
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August 24, 2018

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	FRIDAY
	24
	TCM
7 ^{AM}	
8	
9	<div>personal</div> <div>By phone</div> <div>9:30 a.m. CALL Executive Team; Dial: [REDACTED]</div>
10	<div>9:45 am TC w/Chris & Kate re: Back to School Events; Kate to call</div>
11	
12 ^{PM}	<div>personal</div> <div>Portland</div>
1	<div>1:00 p.m. CALL for Daily Whitepaper Check-in; Dial: [REDACTED] Nik to Host; BLOSSER Nik * GOV</div>
2	<div>[REDACTED]</div> <div>ISAAK Misha * GOV</div>
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August 25, 2018

Saturday

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	SATURDAY
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7 ^{AM}	
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12 ^{PM}	12:15 pm TC w/Chris & Kate re: Monday education event Chris to call Kate and add Governor ; Kate Brown Schedule * GOV
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August 26, 2018

Sunday

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	SUNDAY
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7 ^{AM}	
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12 ^{PM}	
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3	3:00 pm TC w/ Chris & Kate; Chris to call Kate and add Governor ; Kate Brown Schedule * GOV
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August 27, 2018

Monday

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	MONDAY
	27
7 ^{AM}	
8	
9	<div>Comms- Weekly Call; CALL- [REDACTED]; PAIR Chris [REDACTED]</div> <div>personal By phone</div>
10	<div>Executive Team Meeting</div> <div>Governor's Conference Room * GOV ([REDACTED]) Host is Nik)</div> <div>BLOSSER Nik * GOV</div>
11	<div>11:00 am Budget Meeting</div> <div>Governor's Conference Room * GOV</div> <div>Kate Brown Schedule * GOV</div>
12 ^{PM}	
1	
2	<div>Terra & Chris Check-in; Terra's Desk</div> <div>2:00 p.m. CALL for Daily Whitepaper Check-in; Dial: [REDACTED] Nik to Host; BLOSSER Nik * GOV</div>
3	
4	<div>Naughton Nass Ball Coba Blosser Koreski Pirtle-Guiney Pair Leslie Moller RE: Weekly CFO Budget Meetings</div> <div>Governor's Conference Room 254 [REDACTED] Access Code: [REDACTED] Debbie is Host</div> <div>NAUGHTON George M * DAS</div>
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August 28, 2018

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	TUESDAY
	28
	Chris in @ 10:30ish
7 ^{AM}	
8	
9	personal By phone
10	Communications Team Meeting [REDACTED] or Comms Area- 354; PAIR Chris * GOV
11	11:00 Mtg: Chris Pair Sophorn Cheang (Media training & staffing GKB at events); Chris's Office - Capitol Suite 254 (Governor's Office); [REDACTED]
12 ^{PM}	11:30 a.m. Children's Agenda -- Whitepaper Meeting Governor's Conference Room * GOV or Dial: [REDACTED] Nik to Host BLOSSER Nik * GOV
1	Canceled: Policy Team Meeting Governor's Conference Room * GOV or Dial: [REDACTED] ANDREW Jennifer J * GOV
	1:00 pm Speech Prep w/Comms Governor's Office; Kate Brown Schedule * GOV
2	Chris & Kate Check-in; Chris' Office 900 Court St NE Salem OR 97301 United States; PAIR Chris * GOV
	2:30 p.m. CALL for Daily Whitepaper Check-in; Dial: [REDACTED] Nik to Host; BLOSSER Nik * GOV
3	3:00 p.m. CALL to Follow-Up Re: Child Welfare Report; Dial: [REDACTED] Nik to Host Call; BLOSSER Nik * GOV
	Personal
4	Revenue Forecast Briefing Governor's Conference Room * GOV or Dial: 1-877-810-9415p748197 Kate Brown Schedule * GOV
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	WEDNESDAY
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7 ^{AM}	
8	
9	<div>personal By phone</div> <div>Misha, Brendan, Chris, Madelyn & Berri</div> <div>Personal</div>
10	personal
11	
12 ^{PM}	<div>Lunch w/ Heidi, Whitepaper Review TBD- Portland PAIR Chris * GOV</div>
1	
2	
3	<div>ISAAK Misha * GOV</div>
4	<div>Personal</div> <div>4:00 p.m. CALL for Daily Whitepaper Check-in; Dial:</div> <div>4:30pm CALL Executive Team; Dial:</div>
5	5pm call: Berri Misha Chris P JLB; (jlb to host); LEWIS-BERRY Jason * GOV
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August 30, 2018

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	THURSDAY
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	<div>TCM- Portland</div>
7 ^{AM}	
8	<div>8:15 a.m. Jobs & Economy -- Whitepaper Mtg Governor's Conference Room * GOV or Dial: <div></div> BLOSSER Nik * GOV</div>
9	<div>personal By phone</div>
	<div>Nikki & Chris: Weekly Check-In; Chris' office; PAIR Chris * GOV <div></div></div>
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12 ^{PM}	<div>Personal</div>
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3	<div>Scheduling Meeting; Governor's Conference Room or Dial: <div></div> Host is Nik; BLOSSER Nik * GOV <div></div></div>
4	<div>Personal</div>
5	<div>5:00 p.m. CALL for Daily Whitepaper Check-in; Dial: <div></div> Nik to Host; BLOSSER Nik * GOV <div></div></div> <div>5:30 p.m. CALL Re: Board of Forestry; Dial: <div></div> Nik to Host Call; BLOSSER Nik * GOV</div>
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	FRIDAY
	31
7 ^{AM}	
8	
9	<div>personal By phone</div> <div>9:30 a.m. CALL Executive Team; Dial: [REDACTED]</div>
10	Do not schedule
11	
12 ^{PM}	<div>personal Portland</div>
1	Personal
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3	<div>Prep with GKB for Symphony Speech; Portland; PAIR Chris * GOV</div> <div>Chris & Kourtney Check-in; Chris to Call Kourtney; PAIR Chris * GOV</div>
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	WEDNESDAY
	22
	Portland
7 ^{AM}	
8	
9	
10	CALL: Kate K, Christy S and Rosa Klein; CALL: [REDACTED] - Rosa is Host; KLEIN Rosa * GOV
11	CALL: Annie and Rosa -- Check in; CALL: Rosa to call Annie @ [REDACTED]; KLEIN Rosa * GOV
12 ^{PM}	Lunch at little bird Little bird bistro 215 SW 6th Ave
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August 23, 2018

Thursday

August 2018						
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September 2018						
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	THURSDAY
	23
	Weekly Report Due to Jen Andrew
7 ^{AM}	
8	
9	CALL: Kara Wood and Rosa Klein; CALL: Rosa to call Kara @ [REDACTED]; KLEIN Rosa * GOV
10	Nicole Palmateer Hazelbaker - Legislative Priorities and APD Policy Option Packages; Somerville Building, 775 Court St. NE, Salem -- Rc
11	
12 ^{PM}	
1	1:30 Phone call: Rosa Deanna JLB; JLB Host: [REDACTED]; LEWIS-BERRY Jason * GOV
2	
3	Refugee Resettlement Changes Somerville Building, 775 Court St. NE, Salem -- Room A KLEIN Rosa * GOV
4	
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August 24, 2018

Friday

August 2018						
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September 2018						
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	FRIDAY
	24
	Portland
7 ^{AM}	
8	Weekly report
9	
10	Family First Implementation & Policy Work Group - August meeting [REDACTED]; Code: [REDACTED] Hinsz Jamie
11	
12 ^{PM}	
1	
2	CALL: CYSN Workgroup Follow-Up -- Bill Bouska; CALL: Rosa to call Bill @ [REDACTED]; KLEIN Rosa * GOV
3	Bienestar de la Familia Social Services Ortiz Community CenterOrtiz Community Center, 6736 NE Killingsworth St Portland, OR 97218 United States
4	
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August 25, 2018

Saturday

August 2018							September 2018						
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	SATURDAY
	25
7 ^{AM}	
8	
9	<div>KLEIN Rosa * GOV</div>
10	
11	
12 ^{PM}	
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August 26, 2018

Sunday

August 2018							September 2018						
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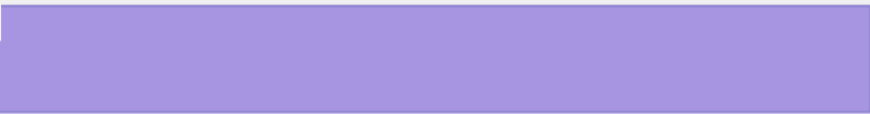


	SUNDAY
	26
7 ^{AM}	
8	<div>KLEIN Rosa * GOV</div>
9	
10	<div>KLEIN Rosa * GOV</div>
11	
12 ^{PM}	
1	
2	
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4	<div>KLEIN Rosa * GOV</div>
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August 27, 2018

Monday

August 2018						
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September 2018						
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	MONDAY
	27
	 - KLEIN Rosa * GOV
7 ^{AM}	
8	 
9	
10	CALL: Senator Steiner Hayward & Rosa Klein -- Monthly Check-In; CALL: Sen. Steiner Hayward to call Rosa @503-508-8099; KLEIN Ros 
11	Alberto Moreno and Rosa Klein -- Monthly Check-In; Somerville Building, 775 Court St. NE, Salem -- Room C; KLEIN Rosa * GOV
12 ^{PM}	Lunch/Check-In -- Leah Horner and Rosa Klein Ike Box; KLEIN Rosa * GOV 
1	Katherine; KLEIN Rosa * GOV
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August 28, 2018

Tuesday

August 2018						
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September 2018						
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	TUESDAY
	28
7 ^{AM}	
8	CALL: Project Search on OPB; CALL: [REDACTED] -- Rosa is Host; KLEIN Rosa * GOV
9	
10	Fred Steel; Somerville Building, 775 Court St. NE, Room A; KLEIN Rosa * GOV
11	
12 ^{PM}	11:30 a.m. Children's Agenda -- Whitepaper Meeting Governor's Conference Room * GOV or Dial: [REDACTED] Nik to Host BLOSSER Nik * GOV
1	
2	LC 519 ; Somerville Building, 775 Court St. NE, Salem -- Room A; KLEIN Rosa * GOV
3	3:00 p.m. CALL to Follow-Up Re: Child Welfare Report; Dial: [REDACTED] Nik to Host Call; BLOSSER Nik * GOV
4	
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6	
	5:00am - 6:00am Private Appointment

August 29, 2018

Wednesday

August 2018						
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September 2018						
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	WEDNESDAY	
	29	
	Portland	
	Revenue Forecast	
7 ^{AM}		
8	DNS	
9		Roundtable w/Tech Execs 1414 NW Northrup suite 700 LEWIS-BERRY Jason * GOV
10		
11		
12 ^{PM}		
1	EITC and Tax Filers -- Sara Adams; CASH Oregon, 2027 Lloyd Center, Portland; KLEIN Rosa * GOV	
2	Work Block	Call Linda
3		
4	DNS	
5		
6		

August 30, 2018

Thursday

August 2018						
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September 2018						
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	THURSDAY
	30
	Weekly Report Due to Jen Andrew
7 ^{AM}	Private Appointment
8	<div>DNS</div> <div>KLEIN Rosa * GOV</div> <div>Children's Cabinet - WG #1 - Early Care & Education Somerville Building, Salem - Conf. Room A - Video/Call-in LESLIE Berri * GOV</div>
9	<div>Final draft of Foster care paper to Debby by 5</div> <div></div>
10	
11	
12 ^{PM}	
1	<div>Family First Tiger Team State Capitol - Governor's Conference Room, Suite 254; 877-402-9757, Access Code: 5365966 -- Rosa is Host KLEIN Rosa * GOV</div>
2	travel
3	
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6	Paper due to Debbie

August 31, 2018

Friday

August 2018							September 2018						
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	FRIDAY
	31
	Portland
7 ^{AM}	
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12 ^{PM}	
1	Work Block
2	PERSONAL:
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August 22, 2018

Wednesday

August 2018						
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September 2018						
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	WEDNESDAY
	22
	← From Aug 17 VA - Do Not Schedule To Aug 24 →
	Oregon Coastal Caucus To Aug 23 →
	Calls Only
7 ^{AM}	
8	
9	
10	
11	
12 ^{PM}	
1	
2	
3	2:30pm CALL for Executive Team Mtg; Dial: [REDACTED] Nik to Host call; BLOSSER Nik * GOV
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August 23, 2018

Thursday

August 2018						
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September 2018						
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	THURSDAY
	23
	← From Aug 17 VA - Do Not Schedule To Aug 24 →
	← From Aug 22 Oregon Coastal Caucus
7 AM	
8	Naughton Nass Ball Coba Blosser Koreski Pirtle-Guiney Pair Leslie Moller RE: Weekly CFO Budget Meetings Governor's Conference Room 254 [REDACTED] Access Code: [REDACTED] Debbie is Host; NAUGHTON George M * DAS
9	
	Shelby, Gina & Berri - Weekly Check-in; Somerville - Conf. Room A; LESLIE Berri * GOV
10	
11	GoToMeeting Invitation - CCDF August Workgroup Meeting ELD Grand-Ronde-A; ELD Grand-Ronde-B SANTIBANEZ Shaire - ELD
12 PM	
1	
2	Governor's Education Agenda CEdO Conference Room CAPPS Lindsey D * GOV
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August 24, 2018

Friday

August 2018						
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September 2018						
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	FRIDAY
	24
	← From Aug 17
	VA - Do Not Schedule
	Calls Only
7 ^{AM}	
8	
9	
	9:30 a.m. CALL Executive Team; Dial: [REDACTED] Nik to Host call; BLOSSER Nik * GOV
10	
11	
12 ^{PM}	
1	
2	[REDACTED] ISAAK Misha * GOV
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August 25, 2018

Saturday

August 2018							September 2018						
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	SATURDAY
	25
7 ^{AM}	
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August 26, 2018

Sunday

August 2018							September 2018						
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	SUNDAY
	26
7 ^{AM}	
8	
9	
10	
11	
12 ^{PM}	
1	
2	Party at the Tabler's
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August 27, 2018

Monday

August 2018						
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September 2018						
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	MONDAY	
	27	
	Gina - VA To Aug 31 →	
7 ^{AM}		
8	Mtg re: white paper outreach Conference call: [REDACTED] LESLIE Berri * GOV	
9	Review ODE-Early Learning Division E-Board request; Somerville A - Call-in option: [REDACTED] LESLIE Berri * GOV 9:30 a.m. Weekly Check-In w/Katy, Berri & Nik; Nik's Office; BLOSSER Nik * GOV	
10	Executive Team Meeting Governor's Conference Room * GOV ([REDACTED] Host is Nik) BLOSSER Nik * GOV	
11	11:00 am Budget Meeting Governor's Conference Room * GOV Kate Brown Schedule * GOV	Children's Cabinet - WG #2 - 5th meeting - Preschool & Early Learning Workforce Development Somerville Building, Salem - Conf. Room B - Call-in option below LESLIE Berri * GOV
12 ^{PM}		
1	Children's Cabinet - WG #4 - Housing Stabilization - Call-in option below Somerville Building, Salem - Conf. Room B LESLIE Berri * GOV	Pooja, Lindsey, Miriam & Berri; Somerville - Conf. Room A; LESLIE E
2	HOLD: Meet w/Pooja re: white paper if needed; Berri's cubicle; LESLIE Berri * GOV	
3		
4	Naughton Nass Ball Coba Blosser Koreski Pirtle-Guiney Pair Leslie Moller RE: Weekly CFO Budget Meetings Governor's Conference Room 254 [REDACTED] Access Code: [REDACTED] Debbie is Host NAUGHTON George M * DAS	
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6		

August 28, 2018

Tuesday

August 2018						
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September 2018						
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	TUESDAY
	28
	← From Aug 27 Gina - VA To Aug 31 →
7 AM	
8	CALL: Project Search on OPB; CALL: [REDACTED] -- Rosa is Host; KLEIN Rosa * GOV
9	Sophorn & Berri re: check-in Sophorn's office LESLIE Berri * GOV
10	Mtg: JLB Shelby Berri; Shelby's office; LEWIS-BERRY Jason * GOV
11	10:30 am Mtg. w/Terrence Woods, Nik Governor's Conference Room * GOV; Kate Brown Schedule * GOV
12 PM	11:30 a.m. Children's Agenda -- Whitepaper Meeting Governor's Conference Room * GOV or Dial: [REDACTED] Nik to Host BLOSSER Nik * GOV
	Healthy Family Workgroup Checkin; OCC Conference-Line-9753; SANTIBANEZ Shaire - ELD
1	
2	Jeff and Berri Check In; Walk & Talk; RHOADES Jeffrey * GOV
	Shelby & Berri; 254; LESLIE Berri * GOV
	Jason Lewis-Berry, Misha & Berri; Ivo's old office - 254; LESLIE Berri
3	
4	Pooja & Berri; Somerville Conf. Room A; LESLIE Berri * GOV
	Kristen & Berri - check-in; Somerville - Conf. Room A; LESLIE Berri * GOV
5	YMCA Moda Tower Child Development Center; Conference call: [REDACTED] LESLIE Berri * GOV
6	Melissa & Berri; Phone - Berri to call: [REDACTED]; alternate number: [REDACTED]

August 29, 2018

Wednesday

August 2018						
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September 2018						
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	WEDNESDAY
	29
	← From Aug 27 Gina - VA To Aug 31 →
	Calls Only
	Revenue Forecast
7 AM	
8	Chris & Berri re: resume review; Phone - Berri to call: [REDACTED]; LESLIE Berri * GOV
	Debbie, Brian & Berri re: Oregon Buys - Sept E-Board; Conference call: [REDACTED] LESLIE Berri * GOV
9	Misha, Brendan, Chris, Madelyn & Berri [REDACTED] Conference call: [REDACTED] LESLIE Berri * GOV
	Pooja, Kate & Berri - check-in; Conference call: [REDACTED]
10	10 AM - Executive Appts preview meeting Senate Majority Office, S-223 Sen Burdick
11	Nicholas Literski & Berri; Phone - Berri to call: [REDACTED]
	Mac Prichard & Berri; Phone - Berri to call: 503.517.2772; LESLIE Berri * GOV
12 PM	
1	Heidi
2	Brendan
	Rosa
3	
4	Jason Miner & Berri re: bi-weekly check-in; Phone - Berri to call: 503-580-2228; LESLIE Berri * GOV
	4:30pm CALL Executive Team; Dial: [REDACTED] Nik to Host call; BLOSSER Nik * GOV
5	5pm call: Berri Misha Chris P JLB; [REDACTED] (jlb to host); LEWIS-BERRY Jason * GOV
6	

August 30, 2018

Thursday

August 2018						
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September 2018						
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THURSDAY	
30	
<div> <div>← From Aug 27</div> <div>Gina - VA</div> <div>To Aug 31 →</div> </div>	
7 ^{AM}	7:15am Children's Agenda Call; Nik to call Debbie and Berri; BLOSSER Nik * GOV
8	
9	<div> <div> Children's Cabinet - WG #1 - Early Care & Education Somerville Building, Salem - Conf. Room A - Video/Call-in option below LESLIE Berri * GOV </div> <div> Naughton Nass Coba Blosser Moller Kore: </div> <div> Shelby, Gina & Berri - Weekly Check-in; </div> </div>
10	Check-in w/Sheril; LESLIE Berri * GOV
11	<div> Diversity, Equity & Inclusion budget Somerville - Sophorn's office; LESLIE Berri * GOV </div>
12 ^{PM}	
1	<div> <div> Family First Tiger Team State Capitol - Governor's Conference Room, Suite 254; 877-402-975 KLEIN Rosa * GOV </div> <div> Jason Lewis-Berry & Berri re: bi-weekly check in; Somerville - </div> </div>
2	<div> <div> Monthly Budget Update Somerville Conference Room A - 775 Court St NE, Salem LESLIE Berri * GOV </div> <div> Governor's Education Agenda CEdO Conference Room CAPPS Lindsey D * GOV </div> </div>
3	<div> 3:00 Mtg: Kathy Harrison Sophorn Cheang; Sophorn Office ; CHEANG Sophorn * GOV </div> <div> 3:30 p.m. Weekly Check-in w/Sophorn, Berri & Nik; Nik's Office; BLOSSER Nik * GOV </div>
4	HOLD
5	
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August 31, 2018

Friday

August 2018						
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September 2018						
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	FRIDAY
	31
	← From Aug 27 Gina - VA
	Heidi - VA in CA; Jason Miner back-up re: wildfires To Sep 3 →
	Calls Only
7 ^{AM}	
8	Nancy Boysen & Berri; Phone - Berri to call: [REDACTED]; LESLIE Berri * GOV
	Heidi, Dustin & Berri [REDACTED] Conference call: [REDACTED] LESLIE Berri * GOV
9	Children's Cabinet - WG #3 5th meeting - Healthy Families Somerville Building - 775 Court St NE, Salem - Conf. Room B LESLIE Berri * GOV
	9:30 a.m. CALL Executive Team; Dial: [REDACTED]
10	
11	Tom Wyatt, Nik & Berri re: Governor's Early Learning agenda; Co
12 ^{PM}	Jason Lewis Berry & Berri re: check-in; Phone - Berri to call: 971-240-3639; LESLIE Berri * GOV
	Heather at 1pm
1	
2	
3	Mike & Berri re: check-in; Phone - Berri to call: [REDACTED]; LESLIE Berri * GOV
	Mary Louise & Berri re: ECE presentation at CC; Phone - Berri to call: [REDACTED]; LESLIE Berri * GOV
4	Katy & Berri; Phoe - Berri to call: [REDACTED]; LESLIE Berri * GOV
5	
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August 22, 2018

Wednesday

August 2018						
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September 2018						
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	WEDNESDAY
	22
7 ^{AM}	
8	
9	
10	CALL: Kate K, Christy S and Rosa Klein; CALL: [REDACTED] - Rosa is Host
	10:30 CALL Kate Kourtney check-in ; Kate to call Kourtney 503-986-6535
11	
12 ^{PM}	
	Chris & Kate Check-in; by phone
1	Communications Team Meeting [REDACTED]
2	
3	
4	
5	
6	

August 23, 2018

Thursday

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
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September 2018						
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	THURSDAY
	23
7 ^{AM}	
8	
9	
10	
11	
12 ^{PM}	
1	
2	<div>Madison High walkthrough</div> <div>Governor's Education Agenda CEdO Conference Room</div>
3	
4	
5	
6	

August 24, 2018

Friday

August 2018						
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September 2018						
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	FRIDAY
	24
7 ^{AM}	
8	
9	
10	9:45 am TC w/Chris & Kate re: Back to School Events; Kate to call Governor's cell and add Chris
11	
12 ^{PM}	Check in: Kate + Abby; phone
	call downs
1	Personal
2	
3	
4	
5	
6	

August 25, 2018

Saturday

August 2018						
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September 2018						
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30						

	SATURDAY
	25
7 ^{AM}	
8	
9	
10	
11	
12 ^{PM}	
	12:15 pm TC w/Chris & Kate re: Monday education event Chris to call Kate and add Governor
1	
2	
3	
4	
5	
6	

August 26, 2018

Sunday

August 2018						
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September 2018						
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	SUNDAY
	26
7 ^{AM}	
8	
9	
10	
11	
12 ^{PM}	
1	
2	
3	3:00 pm TC w/ Chris & Kate; Chris to call Kate and add Governor
4	
5	
6	

August 27, 2018

Monday

August 2018						
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September 2018						
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	MONDAY
	27
7 ^{AM}	
8	
9	Comms- Weekly Call; CALL- [REDACTED]
	Send reminder to Robb/Jake calling for agenda items
10	Executive Team Meeting Governor's Conference Room * GOV ([REDACTED]) Host is Nik
11	
12 ^{PM}	
1	
2	Health communications check in call; [REDACTED]
3	
4	ODE + Gov's office Marc's office
5	
6	

August 28, 2018

Tuesday

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
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September 2018						
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23	24	25	26	27	28	29
30						

	TUESDAY
	28
7 ^{AM}	
8	
9	Nikki + Kate mailchimp review; Comms area
10	Communications Team Meeting [REDACTED] or Comms Area- 354
11	Set up Projector
	11:15 am Filings w/Comms ; Ceremonial Office * GOV
12 ^{PM}	Natalie + Kate messaging check in TBD, with food
1	1:00 pm Speech Prep w/Comms Governor's Office
2	Chris & Kate Check-in; Chris' Office 900 Court St NE Salem OR 97301 United States
3	3:00 p.m. CALL to Follow-Up Re: Child Welfare Report; Dial: [REDACTED] Nik to Host Call
4	
5	YMCA Moda Tower Child Development Center; Conference call: [REDACTED]
6	

August 29, 2018

Wednesday

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
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September 2018						
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	WEDNESDAY
	29
7 ^{AM}	
8	
9	
10	Pooja, Kate & Berri - check-in; Conference call: [REDACTED]
11	
12 ^{PM}	Kate Kondayen/Tina Edlund Stumptown 128 SW 3rd Ave, Portland, OR 97204
1	
2	
3	
4	[REDACTED] appointment
5	
6	

August 30, 2018

Thursday

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
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September 2018						
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23	24	25	26	27	28	29
30						

	THURSDAY
	30
7 ^{AM}	
8	
9	
10	
11	
12 ^{PM}	
1	Conference call re: Smarter Balance Assessment; Pooja to host: Dial-in: [REDACTED], Access code: [REDACTED]
2	<div>Governor's Education Agenda CEdO Conference Room</div> <div>Email Dirk</div>
3	call Anna
4	
5	
6	

August 31, 2018

Friday

August 2018						
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September 2018						
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	FRIDAY
	31
7 ^{AM}	
8	
9	OHSU materials drafting: remarks, foreword, quote
10	
11	
12 ^{PM}	Health white paper editing
1	Travel time
2	lunch
	Prep with GKB for Symphony Speech; Portland
3	Eugene calldowns
	Travel time
	Health white paper editing
4	
5	
6	

From: [KLEIN Rosa * GOV](#)
To: [HORNER LEAH C](#)
Cc: [OGAN Sadie L * GOV](#); [MOLLER Mary * GOV](#); [KLEIN Rosa * GOV](#); [EDLUND Tina * GOV](#)
Subject: Re: YSN
Date: Wednesday, August 22, 2018 8:20:28 AM

Thanks Leah. I'd definitely like you all to review the LC for content since it is so closely tied to DHS/OHA programs- can you please coordinate a review with OHA (Dawn Jagger & Holly Heiberg)? I'm copying Tina so she's aware.

Re: making it three branches bill- Sadie & Mary can you let me know what we need to do to implement Anna's suggestions?

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, [503-378-8472](tel:503-378-8472)
Rosa.klein@oregon.gov
Pronouns: she/her/hers

On Aug 21, 2018, at 4:33 PM, Horner Leah C *DHS <leah.c.horner@state.or.us> wrote:

Thank you so much! One more question (sorry) are you going to need us to review the LC for content? Also, Anna Braun had identified how to make it a three branches of government bill, I'm just passing that information along since I'm not sure what needs to be done to make that happen.

Thank you!
Leah

Leah (Craft) Horner | Legislative Director
Oregon Department of Human Services
503-508-6915 (cell)

From: OGAN Sadie L * GOV [<mailto:Sadie.L.OGAN@oregon.gov>]
Sent: Tuesday, August 21, 2018 8:56 AM
To: Horner Leah C *DHS <LEAH.C.Horner@dhs.ohs.state.or.us>; KLEIN Rosa * GOV <Rosa.KLEIN@oregon.gov>
Cc: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>; KLEIN Rosa * GOV <Rosa.KLEIN@state.or.us>
Subject: RE: YSN

Update: Legislative Counsel is switching LC 363 over to a Governor's Office bill as I am typing this. I found an email back and forth with Ivo and their office and it must have slipped through the cracks. Amy at DAS is going to add some sort of indication to the LC on BillTracker, noting that it is now a Gov Office LC. Thank you for following up and bringing

this back to our attention Leah and Rosa. Once the drafting of the LC is finished, Leah should receive the invoice. Once the invoice is paid, I will receive the LC draft and then forward it on to all of you.

Thanks again for the follow up and please let me know how I can be of additional assistance.

Thank you,
Sadie

From: Horner Leah C *DHS [<mailto:leah.c.horner@state.or.us>]
Sent: Saturday, August 18, 2018 8:48 AM
To: KLEIN Rosa * GOV <Rosa.KLEIN@oregon.gov>
Cc: OGAN Sadie L * GOV <Sadie.L.OGAN@oregon.gov>; MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>; KLEIN Rosa * GOV <Rosa.KLEIN@state.or.us>
Subject: RE: YSN

Hi,

I believe it's LC 363 given our sequence.

Thanks!
Leah

Leah (Craft) Horner | Legislative Director
Oregon Department of Human Services
503-508-6915 (cell)

From: KLEIN Rosa * GOV [<mailto:Rosa.KLEIN@oregon.gov>]
Sent: Friday, August 17, 2018 5:03 PM
To: Horner Leah C *DHS <LEAH.C.Horner@dhsosha.state.or.us>
Cc: OGAN Sadie L * GOV <Sadie.L.OGAN@oregon.gov>; MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>; KLEIN Rosa * GOV <Rosa.KLEIN@state.or.us>
Subject: Re: YSN

Yes- Sadie and Mary the LC was originally a DHS LC and then we asked to switch it to a Governor LC. Leah do you have the DHS LC number?

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, [503-378-8472](tel:503-378-8472)
Rosa.klein@oregon.gov
Pronouns: she/her/hers

On Aug 17, 2018, at 3:58 PM, Horner Leah C *DHS <leah.c.horner@state.or.us> wrote:

Thank you! Neither of those are the LC in question so I'm still confused, I'm so sorry!

Leah

Leah (Craft) Horner | Legislative Director
Oregon Department of Human Services
503-508-6915 (cell)

From: OGAN Sadie L * GOV [<mailto:Sadie.L.OGAN@oregon.gov>]
Sent: Friday, August 17, 2018 2:51 PM
To: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Cc: KLEIN Rosa * GOV <Rosa.KLEIN@oregon.gov>; Horner Leah C *DHS <LEAH.C.Horner@dhs.ohs.state.or.us>; KLEIN Rosa * GOV <Rosa.KLEIN@state.or.us>
Subject: Re: YSN

Hi there,

We submitted two LC requests that are DHS related. One relating to state resiliency and one for family treatment court. What would happen next is that legislative counsel will reach out to you, Leah for payment of the LC. We typically have a state agency pay for the drafting of our LCs. Once it's paid for, the draft will be sent to me and I will forward it to both Rosa and Leah and then file the bill with a chamber once it gets to that time.

Hope this information is helpful. Let me know how else I can help!

Thank you,
Sadie

Sent from my iPhone

On Aug 17, 2018, at 1:51 PM, MOLLER Mary * GOV <Mary.MOLLER@oregon.gov> wrote:

Hello Rosa and Leah,
It looks like I'm meeting with Leah on Monday where we can go over process. I have also included Sadie on here to keep her in the loop. Rosa, feel free to join us if you would like.

Thank you,
MM

Mary Moller
Executive Appointments and Constituent Services Director
Office of Governor Kate Brown
775 Court Street NE
Salem, OR 97301
(503) 400-5376 Cell

Mailing Address:
900 Court Stree NE, Suite 254
Salem, OR 97301

I have a new assistant!
Kristina Rice-Whitlow
(503) 378-2317 Desk
Kristina.Rice-Whitlow@oregon.gov



From: KLEIN Rosa * GOV
Sent: Friday, August 17, 2018 1:43 PM
To: HORNER Leah C <leah.c.horner@state.or.us>
Cc: KLEIN Rosa * GOV <Rosa.KLEIN@state.or.us>; MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Subject: RE: YSN

I have no idea. Mary- can you tell us what we're supposed to do next? I can call you if that is easier.

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
Pronouns: She/Her/Hers

From: Horner Leah C *DHS
[<mailto:leah.c.horner@state.or.us>]
Sent: Friday, August 17, 2018 12:29 PM
To: KLEIN Rosa * GOV <Rosa.KLEIN@oregon.gov>
Cc: KLEIN Rosa * GOV <Rosa.KLEIN@state.or.us>; MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Subject: RE: YSN

I think you did too, but do you then submit an LC request or

does it still come from us? Sorry, just not sure how that works!

Leah (Craft) Horner | Legislative Director
Oregon Department of Human Services
503-508-6915 (cell)

From: KLEIN Rosa * GOV [<mailto:Rosa.KLEIN@oregon.gov>]
Sent: Friday, August 17, 2018 12:09 PM
To: Horner Leah C *DHS
<LEAH.C.Horner@dhsosha.state.or.us>
Cc: KLEIN Rosa * GOV <Rosa.KLEIN@state.or.us>; MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Subject: Re: YSN

Before Ivo left he asked them to switch it from a DHS bill to a Governor's priority bill (I think! Copying Mary to confirm)

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, [503-378-8472](tel:503-378-8472)
Rosa.klein@oregon.gov
Pronouns: she/her/hers

On Aug 17, 2018, at 11:19 AM, Horner Leah C *DHS
<leah.c.horner@state.or.us> wrote:

Hi there—I have this as an LC on our list but it's our only bill that we have not been contacted by LC about....have you guys requested drafting on your end or would it come from us still?

Thanks!

Leah (Craft) Horner | Legislative Director
Oregon Department of Human Services
503-508-6915 (cell)

From: Braun Anna
<<mailto:Anna.Braun@state.or.us>>
Sent: Friday, August 17, 2018 8:37 AM
To: Horner Leah C *DHS
<LEAH.C.Horner@dhsosha.state.or.us>

Subject: YSN

Hi Leah- I found it we can do a bill that says :
Governor at the request of the Chief Justice,
Senate President and the Speaker and then as
many sign on sponsors as we want.

I also just wanted to confirm that you put in a
request to LC? If not I can do it but I thought
you were so let me know.

I'll be on vacation next week but when I get
back I'd like to touch base.

Thanks.

Anna

Anna Braun
Legislative Director
Senate President's Office
900 Court St NE S-201
Salem, OR 97301
(503) 986-1602

From: [KLEIN Rosa * GOV](#)
To: [Su Embree](#)
Cc: [BLOSSER Nik * GOV](#); [KINDAYEN Kate * GOV](#); [DAIR Chr s * GOV](#); [Ben Sand](#)
Subject: Re: Public values data on foster care in Oregon
Date: Wednesday, August 22, 2018 8:22:19 AM

Thank you so much Su.

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant Katherine Bartlett, [503-378-8472](tel:503-378-8472)
Rosa.klein@oregon.gov
Pronouns she/her/hers

On Aug 21, 2018, at 3:34 PM, Su Embree <sembree@dhmresearch.com> wrote

Hello everyone, we recently completed a statewide survey with Oregonians on foster care. I wanted to share this information with your team and the Governor in advance of any media outreach. Attached is a 2-pager.

DHM will share with our media partners on Friday.

Some highlights

- 60% of Oregonians believe foster care is an urgent or high priority for the state (similar level as PERS)
- More people believe state has too few caseworkers versus poor agency management as the biggest issue
- Oregonians are split on whether system needs more money
- Almost all Oregonians (97%) know they can become foster parents

We hope the information will be useful for internal discussions.

~Su

Su Embree (Midghall) | President | She/Her

DHM Research | www.dhmresearch.com
503.220.0575 (office)
239 NW 13th Ave, Suite 205 Portland, OR 97209

Portland | Seattle | Washington DC

This message may include confidential and/or privileged information. If you are not the intended recipient of this email, please contact DHM immediately by return email and/or telephone. Thank you.

On 8/21/18, 1:16 PM, "Ben Sand" <ben.sand@portlandleadership.org> wrote

Nik, Rosa, and Kate

You no doubt know of DHM Research. Su Embree is a close friend and we are in all kinds of stuff together.

Recently, DHM has gathered some data on foster care, and Su thought it was important you have it

I concur.

Please receive this as an intro! Su will share more.

It's an honor to partner with you all as we serve children and families!

Ben

CEO, Portland Leadership Foundation https://urldefense.proofpoint.com/v2/url?u=http-3A__www.portlandleadership.org&d=DwJFaQ&c=euGZstcaTDJlvimEN8b7jXrvqOf-y5A_CdpnYfiMM&r=zNpSlwgrTIPvBjiG4ZUBTrKTNGU4qaOzfsDcExcNEAw&m=su1YP6aJm4fNij6XWZwKyplwv9yjm0NWIQoik3zRk9s&s=y2K6C4fFQO55pBxisDQqA0w7m8qpp2uNJuD4hdlqX8&e=

<DHM Research Foster Care Blog Post.docx>

From: [BLOSSER Nik * GOV](#)
To: [ANDREW Jennifer J * GOV](#)
Cc: [ZEJDLIK Gina * GOV](#); [PAIR Chris * GOV](#); [HUTCHINGS Laura * GOV](#)
Subject: Re: Letter to Vicki Walker
Date: Wednesday, August 22, 2018 9:44:31 AM

I called Misha and discussed, FYI.

Sent from my iPhone

On Aug 22, 2018, at 8:20 AM, ANDREW Jennifer J * GOV
<Jennifer.J.ANDREW@oregon.gov> wrote:

Hi all-

Misha's email is at the bottom of this email string explaining this rush letter. I have pasted the language of Dustin's draft of the letter here. Please let me know if you have any changes and/or approve the letter. Thanks!

Dear Director Walker:

I understand that yesterday, during a government-to-government meeting with representatives from the Confederated Tribes of the Umatilla Indian Reservation and the Confederated Tribes of the Warm Springs, you suggested that the Department of State Lands cannot consider tribal treaty rights as part of a state permitting process.

I categorically reject that statement. It is legally incorrect, and also an affront to Oregon's sovereign tribes and the government-to-government relationships that we cherish in our state. Rights and obligations arising from treaties between the federal government and Indian tribes have the force of federal law, and are binding on the state and its agencies.

-Jen

From: GUTRIDGE Shevaun * GOV
Sent: Wednesday, August 22, 2018 8:08 AM
To: ANDREW Jennifer J * GOV <Jennifer.J.ANDREW@oregon.gov>
Subject: FW: Letter to Vicki Walker

This email should go with the letter for Gina and Nik's approval. Thanks.

Shevaun

Begin forwarded message:

From: ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>

Date: August 21, 2018 at 9:44:54 PM PDT

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: BUEHLER Dustin E * GOV <Dustin.E.BUEHLER@oregon.gov>, MINER Jason * GOV <Jason.MINER@state.or.us>

Subject: Letter to Vicki Walker

Nik, Gina, and Chris:

We have found ourselves thrust into the middle of a difficult inter-tribal dispute between the Grand Ronde tribe, on the one hand, and the Umatilla and Warm Springs tribes, on the other, involving fishing at Willamette Falls. I can provide more background on our exec team call tomorrow.

For now, all you need to know is that at a meeting earlier today at the Department of State Lands (which was attended by Dustin), Vicki Walker made the highly offensive and legally incorrect statement that DSL should not consider tribal treaty rights as part of state permitting processes. As a result of this statement, the chairman of the Warm Springs tribe and a member of the tribal council stormed out of the room.

It's pretty important that Governor Brown immediately go on record disclaiming Vicki Walker's statement. So I have asked Dustin to draft a letter from Governor Brown to Vicki Walker, a copy of which we would send to both tribes. Ideally we would issue the letter tomorrow (Wednesday), so Governor Brown is seen by the tribes as immediately distancing herself from the statement.

Dustin will circulate a draft letter – again, I hope we can get it approved and signed tomorrow.

Thanks,
Misha

Misha Isaak

General Counsel

Office of Governor Kate Brown

Legal Assistant: Shevaun Gutridge

(503) 378-6246 (w)

(503) 378-6827 (f)

From: [CAPPS Lindsey D * GOV](#)
To: [CALDERON Miriam - ELD](#); [CANNON Ben](#); [GILL Colt - ODE](#); [ROSILEZ Anthony * TSPC](#); [STOUDAMIRE Serena - ODE](#)
Subject: Education Cabinet | RE: Important Information and Action Required - Discrimination and Harassment Policies, Training and Investigations
Date: Wednesday, August 22, 2018 10:27:21 AM
Importance: High

Colleagues,

I've enclosed the communication all agencies recieved from State COO and DAS Director Katy Coba this past Spring regarding Discrimination and Harrassment Free Workplace policies and required training for all employees, board and commission members, temporary employees, and volunteers. At our next Education Cabinet meeting on Tuesday, September 4th, I'm requesting updates from each director on the status of your agency or division in implementing this directive and in advance of the December 31st deadline.

Please let me know if you have any questions.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: COBA Katy * DAS
Sent: Wednesday, April 25, 2018 3:47 PM
To: DAS_DL_AGENCY HEADS; DAS_DL_Agency Heads - Brds_Commissions
Cc: LESLIE Berri * GOV; STOUDAMIRE Serena * GOV; BLOSSER Nik * GOV; ISAAK Misha * GOV; KNIELING Jessica * DAS; MENG Brandy * DAS; LAWSON Heath * DAS
Subject: Important Information and Action Required - Discrimination and Harassment Policies, Training and Investigations

Colleagues

As you know, all state agencies, boards, and commissions are expected to provide a work environment free from discrimination and harassment. We have policies in place that prohibit discrimination and harassment in the workplace, encourage individuals to report such conduct, and outline investigatory procedures and consequences for violations.

At the Governor's direction, DAS (in consultation with the Enterprise Leadership Team) has taken additional steps to ensure our workplaces are free from harassment and discrimination. I want to provide you with a summary of these steps, which will require some action on your part.

Updates on Discrimination and Harassment Policies, Training and Investigations Policies

There are two statewide policies that primarily cover appropriate workplace behavior: [DAS Policy 50.010.03](#) (Maintaining a Professional Workplace) and [DAS Policy 50.010.01](#) (Discrimination and Harassment Free Workplace), the latter of which has recently been revised with input from agencies. Changes made include:

- Adding “volunteer” to the definitions
- Adding training requirements for all employees and volunteers
- Providing options for employees to report concerns outside of their agency
- Eliminating the one-year reporting timeframe

CHRO published the [policy](#) online today and distributed it to agency HR Directors. My office will be sending the policy out across the Executive Branch shortly, directing questions to agency HR managers or CHRO. Please ensure your commission/board members and volunteers who don’t have state email addresses receive the policy as well.

Training

Per the revisions to the statewide policy on Discrimination and Harassment Free Workplace, all employees, board and commission members, temporary employees, and volunteers are required to complete harassment and discrimination training upon their initial hire or appointment, as well as annually thereafter.

The DAS Chief Human Resources Office (CHRO) has developed a new training on discrimination and harassment for the Executive Branch. Agencies can either direct their employees, members and volunteers to complete the statewide iLearn training, or they can choose to develop agency-specific training, as long as it includes all the topics covered in the statewide version. Agencies choosing to develop their own training must certify it covers the 10 topics included in the statewide version (see attached training outline for the 10 topics) and track employee completions.

Whatever option you choose, all employees, board and commission members, and volunteers must be trained upon initial hire or appointment, and annually thereafter. CHRO will report annually in January. Please ensure all employees complete the required training as soon as possible, but no later than December 31.

Investigations

In consultation with HR Advisors, CHRO created the Oregon State Government Investigations Toolkit <http://www.oregon.gov/das/HR/Pages/Prof.aspx>. The toolkit is designed as a resource and reference for agencies when preparing for, and conducting, personnel investigations. It provides guidance on investigation best practices, including timely handling of complaints of discrimination and harassment; required actions in instances of complaints; forms; sample letters; training; and other resources.

Please share this toolkit with your HR staff and anyone in your agency who is responsible for personnel investigations. If you have any questions or suggestions, please contact the [CHRO Policy Unit](#).

Thank you for your attention to these important updates and your prompt response to the action items. Your participation in carrying out the revised policy, implementing training, and incorporating best practices into investigations is vital to ensuring that the enterprise is a welcoming and safe place for all our employees and the citizens we serve.

Katy Coba
COO and DAS Director

From: [CAPPS Lindsey D * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: FW: Education Cabinet | RE: Important Information and Action Required - Discrimination and Harassment Policies, Training and Investigations
Date: Wednesday, August 22, 2018 10:29:29 AM
Importance: High

FYI

From: CAPPS Lindsey D * GOV
Sent: Wednesday, August 22, 2018 10:27 AM
To: CALDERON Miriam - ELD; CANNON Ben; GILL Colt - ODE; ROSILEZ Anthony * TSPC; SToudAMIRE Serena - ODE
Subject: Education Cabinet | RE: Important Information and Action Required - Discrimination and Harassment Policies, Training and Investigations

Colleagues,

I've enclosed the communication all agencies recieved from State COO and DAS Director Katy Coba this past Spring regarding Discrimination and Harrassment Free Workplace policies and required training for all employees, board and commission members, temporary employees, and volunteers. At our next Education Cabinet meeting on Tuesday, September 4th, I'm requesting updates from each director on the status of your agency or division in implementing this directive and in advance of the December 31st deadline.

Please let me know if you have any questions.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: COBA Katy * DAS
Sent: Wednesday, April 25, 2018 3:47 PM
To: DAS_DL_AGENCY HEADS; DAS_DL_Agency Heads - Brds_Commissions
Cc: LESLIE Berri * GOV; SToudAMIRE Serena * GOV; BLOSSER Nik * GOV; ISAAK Misha * GOV; KNIELING Jessica * DAS; MENG Brandy * DAS; LAWSON Heath * DAS
Subject: Important Information and Action Required - Discrimination and Harassment Policies, Training and Investigations

Colleagues

As you know, all state agencies, boards, and commissions are expected to provide a work environment free from discrimination and harassment. We have policies in place that prohibit discrimination and harassment in the workplace, encourage individuals to report such conduct, and outline investigatory procedures and consequences for violations.

At the Governor's direction, DAS (in consultation with the Enterprise Leadership Team) has taken additional steps to ensure our workplaces are free from harassment and discrimination. I want to provide you with a summary of these steps, which will require some action on your part.

Updates on Discrimination and Harassment Policies, Training and Investigations

Policies

There are two statewide policies that primarily cover appropriate workplace behavior: [DAS Policy 50.010.03](#) (Maintaining a Professional Workplace) and [DAS Policy 50.010.01](#) (Discrimination and Harassment Free Workplace), the latter of which has recently been revised with input from agencies. Changes made include:

- Adding "volunteer" to the definitions
- Adding training requirements for all employees and volunteers
- Providing options for employees to report concerns outside of their agency
- Eliminating the one-year reporting timeframe

CHRO published the [policy](#) online today and distributed it to agency HR Directors. My office will be sending the policy out across the Executive Branch shortly, directing questions to agency HR managers or CHRO. Please ensure your commission/board members and volunteers who don't have state email addresses receive the policy as well.

Training

Per the revisions to the statewide policy on Discrimination and Harassment Free Workplace, all employees, board and commission members, temporary employees, and volunteers are required to complete harassment and discrimination training upon their initial hire or appointment, as well as annually thereafter.

The DAS Chief Human Resources Office (CHRO) has developed a new training on discrimination and harassment for the Executive Branch. Agencies can either direct their employees, members and volunteers to complete the statewide iLearn training, or they can choose to develop agency-specific training, as long as it includes all the topics covered in the statewide version. Agencies choosing to develop their own training must certify it covers the 10 topics included in the statewide version (see attached training outline for the 10 topics) and track employee completions.

Whatever option you choose, all employees, board and commission members, and volunteers must be trained upon initial hire or appointment, and annually thereafter. CHRO will report annually in January. Please ensure all employees complete the required training as soon as possible, but no later than December 31.

Investigations

In consultation with HR Advisors, CHRO created the Oregon State Government Investigations Toolkit <http://www.oregon.gov/das/HR/Pages/Prof.aspx>. The toolkit is designed as a resource and reference for agencies when preparing for, and conducting, personnel investigations. It provides guidance on

investigation best practices, including timely handling of complaints of discrimination and harassment; required actions in instances of complaints; forms; sample letters; training; and other resources.

Please share this toolkit with your HR staff and anyone in your agency who is responsible for personnel investigations. If you have any questions or suggestions, please contact the [CHRO Policy Unit](#).

Thank you for your attention to these important updates and your prompt response to the action items. Your participation in carrying out the revised policy, implementing training, and incorporating best practices into investigations is vital to ensuring that the enterprise is a welcoming and safe place for all our employees and the citizens we serve.

Katy Coba
COO and DAS Director

From: [BLOSSER Nik * GOV](#)
To: [ANDREW Jennifer J * GOV](#)
Cc: [ZEJDLIK Gina * GOV](#); [PAIR Chris * GOV](#); [HUTCHINGS Laura * GOV](#)
Subject: Re: Letter to Vicki Walker
Date: Wednesday, August 22, 2018 10:37:46 AM

I am comfortable with this - thanks.

Sent from my iPhone

On Aug 22, 2018, at 10:13 AM, ANDREW Jennifer J * GOV
<Jennifer.J.ANDREW@oregon.gov> wrote:

Hi Nik-

Below please find the revised letter. Please let me know if you would like any additional changes made:

Dear Director Walker:

I understand that yesterday, during a government-to-government meeting with representatives from the Confederated Tribes of the Umatilla Indian Reservation and the Confederated Tribes of the Warm Springs, you suggested that the Department of State Lands cannot consider tribal treaty rights as part of a state permitting process.

To be clear, your statement was legally incorrect, and also an affront to Oregon's sovereign tribes and the government-to-government relationships that we cherish in our state. Rights and obligations arising from treaties between the federal government and Indian tribes have the force of federal law on the state and its agencies.

-Jen

From: BLOSSER Nik * GOV
Sent: Wednesday, August 22, 2018 9:45 AM
To: ANDREW Jennifer J * GOV <Jennifer.J.ANDREW@oregon.gov>
Cc: ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>; HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>
Subject: Re: Letter to Vicki Walker

I called Misha and discussed, FYI.

Sent from my iPhone

On Aug 22, 2018, at 8:20 AM, ANDREW Jennifer J * GOV
<Jennifer.J.ANDREW@oregon.gov> wrote:

Hi all-

Misha's email is at the bottom of this email string explaining this rush letter. I have pasted the language of Dustin's draft of the letter here. Please let me know if you have any changes and/or approve the letter. Thanks!

Dear Director Walker:

I understand that yesterday, during a government-to-government meeting with representatives from the Confederated Tribes of the Umatilla Indian Reservation and the Confederated Tribes of the Warm Springs, you suggested that the Department of State Lands cannot consider tribal treaty rights as part of a state permitting process.

I categorically reject that statement. It is legally incorrect, and also an affront to Oregon's sovereign tribes and the government-to-government relationships that we cherish in our state. Rights and obligations arising from treaties between the federal government and Indian tribes have the force of federal law, and are binding on the state and its agencies.

-Jen

From: GUTRIDGE Shevaun * GOV
Sent: Wednesday, August 22, 2018 8:08 AM
To: ANDREW Jennifer J * GOV <Jennifer.J.ANDREW@oregon.gov>
Subject: FW: Letter to Vicki Walker

This email should go with the letter for Gina and Nik's approval. Thanks.

Shevaun

Begin forwarded message:

From: ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>
Date: August 21, 2018 at 9:44:54 PM PDT
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: BUEHLER Dustin E * GOV <Dustin.E.BUEHLER@oregon.gov>, MINER Jason * GOV <Jason.MINER@state.or.us>
Subject: Letter to Vicki Walker

Nik, Gina, and Chris:

We have found ourselves thrust into the middle of a difficult inter-tribal dispute between the Grand Ronde tribe, on the one hand, and the Umatilla and Warm Springs tribes, on the other, involving fishing at Willamette Falls. I can provide more background on our exec team call tomorrow.

For now, all you need to know is that at a meeting earlier today at the Department of State Lands (which was attended by Dustin), Vicki Walker made the highly offensive and legally incorrect statement that DSL should not consider tribal treaty rights as part of state permitting processes. As a result of this statement, the chairman of the Warm Springs tribe and a member of the tribal council stormed out of the room.

It's pretty important that Governor Brown immediately go on record disclaiming Vicki Walker's statement. So I have asked Dustin to draft a letter from Governor Brown to Vicki Walker, a copy of which we would send to both tribes. Ideally we would issue the letter tomorrow (Wednesday), so Governor Brown is seen by the tribes as immediately distancing herself from the statement.

Dustin will circulate a draft letter – again, I hope we can get it approved and signed tomorrow.

Thanks,
Misha

Misha Isaak

General Counsel

Office of Governor Kate Brown

Legal Assistant: Shevaun Gutridge

(503) 378-6246 (w)

(503) 378-6827 (f)

From: [BLOSSER Nik * GOV](#)
To: [BROWN Katherine * GOV](#)
Subject: Fwd: Sophorn Cheang
Date: Wednesday, August 22, 2018 10:38:07 AM

FYI

Sent from my iPhone

Begin forwarded message:

From: Christine Chin Ryan <ccryan@synergyhq.com>
Date: August 22, 2018 at 10:13:04 AM PDT
To: "Nik Blosser (Nik.BLOSSER@oregon.gov)" <Nik.BLOSSER@oregon.gov>
Cc: Christine Chin Ryan <ccryan@synergyhq.com>
Subject: Sophorn Cheang

Hello Nik,

I want to extend my congratulations to you for hiring Sophorn Cheang as the Governor's Director of Equity, Diversity and Inclusion. Sophorn is well respected and liked in the API community. She is professional, caring, thoughtful, and successful in her endeavors. Sophorn will carry all these attributes with her in this position. She is an amazing person and a pleasure to work with.

I am so pleased with your hiring selection.

Best regards,
Christine

Christine Chin Ryan
President, Synergy Consulting, Inc.
President, Oregon Chapter, National Organization of Women (ORNOW)
Member, Prosper Portland Council on Economic and Racial Equity (CERE)
Executive Vice Chair, Democratic National Committee, Small Business Council
Chair, Democratic Party of Oregon Budget Committee
Chair, Oregon Small Business for Responsible Leadership (OSBRL)
(503) 708-6566
ccryan@synergyhq.com

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [BHATT Pooja * GOV](#)
Subject: RE: Smarter Balanced Assessments Data
Date: Wednesday, August 22, 2018 11:04:29 AM

Kate,

Let me know if you have any trouble finding 300A.

Please call me on my cell if problems.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: SIEGEL Marc - ODE
Sent: Tuesday, August 14, 2018 4:25 PM
To: Kate Kondayen (kate.kondayen@oregon.gov) <kate.kondayen@oregon.gov>;
lisa.morawski@state.or.us; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: FW: Smarter Balanced Assessments Data

For our meeting next week.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: WIENS Jon - ODE
Sent: Tuesday, August 14, 2018 1:17 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>; RUDY Peter - ODE
<Peter.Rudy@ode.state.or.us>
Subject: RE: Smarter Balanced Assessments Data

Marc,

We just updated the data this weekend. I've attached the latest numbers. Only a few minor changes from what I showed you before.

Jon

From: SIEGEL Marc - ODE

Sent: Tuesday, August 14, 2018 12:45 PM

To: WIENS Jon - ODE <Jon.Wiens@ode.state.or.us>; RUDY Peter - ODE
<Peter.Rudy@ode.state.or.us>

Subject: Smarter Balanced Assessments Data

Jon,

Please let me know if you have data I can forward to Governor's office before our meeting next week.

Thanks.



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Marc Siegel

Communications Director

Oregon Department of Education

503-947-5650 | 971-239-7982

Marc.siegel@state.or.us | www.oregon.gov/ode

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Pooja's Input
Date: Wednesday, August 22, 2018 11:48:43 AM

Kate,

Thanks for jumping on the SBAC call.

Please help Pooja arrange a meeting with Dan Farley and Jon Wiens of ODE.

Jon.wiens@state.or.us

dan.farley@state.or.us



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[Marc Siegel](#)

Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [PAIR Chris * GOV](#)
To: [ZEJDLIK Gina * GOV](#)
Cc: [ANDREW Jennifer J * GOV](#); [BLOSSER Nik * GOV](#); [HUTCHINGS Laura * GOV](#)
Subject: Re: Letter to Vicki Walker
Date: Wednesday, August 22, 2018 11:50:33 AM

I'm comfortable

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 22, 2018, at 11:35 AM, ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov> wrote:

I approve the second iteration.

Thanks,
Gina

On Aug 22, 2018, at 10:47 AM, ANDREW Jennifer J * GOV <Jennifer.J.ANDREW@oregon.gov> wrote:

Thanks! Shall I wait for Gina and Chris' approval as well, or is it ok to send?

-Jen

From: BLOSSER Nik * GOV
Sent: Wednesday, August 22, 2018 10:38 AM
To: ANDREW Jennifer J * GOV <Jennifer.J.ANDREW@oregon.gov>
Cc: ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>; HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>
Subject: Re: Letter to Vicki Walker

I am comfortable with this - thanks.

Sent from my iPhone

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Sent: Wednesday, August 22, 2018 9:45 AM

To: ANDREW Jennifer J * GOV

<Jennifer.J.ANDREW@oregon.gov>

Cc: ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>; HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>

Subject: Re: Letter to Vicki Walker

I called Misha and discussed, FYI.

Sent from my iPhone

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-Jen

From: GUTRIDGE Shevaun * GOV
Sent: Wednesday, August 22, 2018 8:08 AM
To: ANDREW Jennifer J * GOV
<Jennifer.J.ANDREW@oregon.gov>
Subject: FW: Letter to Vicki Walker

This email should go with the letter for Gina and Nik's approval. Thanks.

Shevaun

Begin forwarded message:

From: ISAAK Misha * GOV
<Misha.ISAAK@oregon.gov>
Date: August 21, 2018 at 9:44:54 PM PDT
To: BLOSSER Nik * GOV
<Nik.BLOSSER@oregon.gov>,
ZEJDLIK Gina * GOV
<Gina.ZEJDLIK@oregon.gov>,
PAIR Chris * GOV
<Chris.PAIR@oregon.gov>

Cc: BUEHLER Dustin E * GOV
<Dustin.E.BUEHLER@oregon.gov>,
MINER Jason * GOV
<Jason.MINER@state.or.us>

Subject: Letter to Vicki Walker

Nik, Gina, and Chris:

We have found ourselves thrust into the middle of a difficult inter-tribal dispute between the Grand Ronde tribe, on the one hand, and the Umatilla and Warm Springs tribes, on the other, involving fishing at Willamette Falls. I can provide more background on our exec team call tomorrow.

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Dustin will circulate a draft letter – again, I hope we can get it approved and signed tomorrow.

Thanks,
Misha

Misha Isaak
General Counsel
Office of Governor Kate Brown

Legal Assistant: Shevaun Gutridge
(503) 378-6246 (w)
(503) 378-6827 (f)

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Subject: Re: Pooja's Input
Date: Wednesday, August 22, 2018 11:53:22 AM

Great, I sent this over to her scheduler and we can hopefully get something lined up ASAP.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Wednesday, August 22, 2018 at 11:48 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Pooja's Input

Kate,

Thanks for jumping on the SBAC call.

Please help Pooja arrange a meeting with Dan Farley and Jon Wiens of ODE.

Jon.wiens@state.or.us

dan.farley@state.or.us



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: public records request update?
Date: Wednesday, August 22, 2018 12:27:18 PM

FYI

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Tuesday, August 21, 2018 at 4:05 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: public records request update?

Heads up.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KNAUS Jenni - ODE
Sent: Tuesday, August 21, 2018 3:50 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Subject: FW: public records request update?

See below.



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Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>
Sent: Tuesday, August 21, 2018 3:48 PM
To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Subject: Re: public records request update?

I am still interested in receiving the public records in the Aug. 10 email (below), as well as those mentioned in the acknowledgment message I received from you on Aug. 14 (which originated from questions I directed toward Krista Campbell).

I would like to add **three more requests** to those ODE is already processing:

1.) Please provide records related to the departure of **Michelle Hooper**, chief of staff to the deputy superintendent at Oregon Department of Education. Records should include complaints, investigative records and correspondence referencing complaints and investigations involving Hooper. Please provide any official communication from Human Resources to Hooper. Please include any response from Hooper or her legal representative, such as a resignation letter, or response to complaints or investigations.

2.) Please provide records related to the departure of **Johnna Timmes**, who held multiple titles at ODE, including Interim Assessment Director. Please provide complaints, investigative records and correspondence referencing complaints and investigations involving Timmes. Please provide any official communication from Human Resources to Timmes. Please include any response from Timmes or her legal representative, such as a resignation letter, or response to complaints or investigations.

3.) Please provide records related to the decision to place ODE research and planning specialist **Jan McCoy** on paid administrative leave. Records should include the formal notice and any records of complaints, investigations or other documented justification behind ODE's decision to place McCoy on leave. Please provide any response to the decision to place McCoy on administrative leave from McCoy or his legal representative.

Publication of these records is in the public interest, as these three individuals performed critical roles at an important public institution: the Oregon Department of Education, the federally-recognized State Education Agency.

- Michelle Hooper served as the chief of staff to the deputy superintendent in charge of ODE. In that role, Hooper had considerable influence over the management and regulation of hundreds of Oregon public schools.
- Johnna Timmes helped lead a key branch of ODE involving data management and assessment, with significant implications for policy-making and budgeting.
- Jan McCoy has been the point-person for implementation of a voter-approved initiative involving many millions of dollars meant to improve services at Oregon's public high schools.

As always, I am happy to discuss this request (and the others) to facilitate their fulfillment.

Rob

--

Rob Manning
OPB Radio News
rmanning@opb.org
office: (503) 293-4004

cell: (503) 702-1264

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Date: Friday, August 10, 2018 at 7:53 AM

To: Rob Manning <rmanning@opb.org>

Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: RE: public records request update?

Good Morning Rob,

This work is still in progress.

Best,



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Jenni Knaus

Communications Specialist

Communications | Deputy Superintendent's Office

503-947-5860 | 503-385-3229 (cell)

Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>

Sent: Thursday, August 9, 2018 4:09 PM

To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: Re: public records request update?

Can you provide an update on this? It has been two weeks since I last received an update regarding the June 27 records request.

I believe the July 3 request has already been filled.

Thanks,

Rob

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Date: Friday, July 27, 2018 at 12:17 PM

To: Rob Manning <rmanning@opb.org>

Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: RE: public records request update?

Hi Rob,

Anytime we release employee information involving possible complaints or investigations we have an internal review and process that we have to go through. We are currently in that review and process now and are working diligently to get the records to you in a timely fashion. We anticipate 2-3 weeks.

Best,



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Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>
Sent: Friday, July 27, 2018 11:40 AM
To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: public records request update?

Do you have a time estimate on the June 27 request? I believe that's the one that involved a \$200 payment from OPB, which you should have received by now.

Rob

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Date: Friday, July 27, 2018 at 11:34 AM
To: Rob Manning <rmanning@opb.org>
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: RE: public records request update?

Hello Rob,

Both public records requests are well underway, and we hope to produce responsive documentation for your July 3 request later next week.

Best,



OREGON
DEPARTMENT OF
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Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>
Sent: Friday, July 27, 2018 10:02 AM
To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Subject: public records request update?

Please provide a status update regarding the following records I requested. I have put into italics requests that were sent entirely to other offices. Those in plain text remain ODE's responsibility to complete. Thanks for your attention.

From July 3:

- 1.) Any correspondence between the Oregon Department of Education and the Oregon Department of Justice discussing the "Statewide Longitudinal Data System" or "SLDS," and its compliance with the Family Educational Rights and Privacy Act (FERPA).
- 2.) Correspondence involving at least two of the following current or former state employees: Susie Strangfield, Salam Noor, Laurie Roe-Starr (or Laurie Roe), John Starr, Lindsey Capps, and Michelle Hooper from July 1, 2015 to Dec. 31, 2017, using the terms "Statewide Longitudinal Data System" or "SLDS." (PARTIALLY REFERRED TO CHIEF EDUCATION OFFICE, UNDERWAY)
- 3.) *Any emails sent to or from Governor Kate Brown in which the Statewide Longitudinal Data System, or SLDS, was discussed. (REFERRED TO GOVERNOR'S OFFICE, COMPLETED)*
- 4.) *Any notes, summaries or minutes from meetings related to the SLDS or Statewide Longitudinal Data System, attended by Lindsey Capps or Governor Brown. (REFERRED TO CHIEF ED OFFICE & GOVERNOR'S OFFICE, UNDERWAY)*

From June 27:

- 1.) I would also like records related to the departure of Josh Klein from ODE in 2017.
- 2.) Please provide records related to complaints or investigations into either Susie Strangfield or Josh Klein, which preceded their departures.
- 3.) I understand that in the last several years, three assistant superintendents have left Oregon Department of Education. Please release correspondence, records of complaints and investigations into the conduct of the last three assistant superintendents to have left ODE.

--

Rob Manning
OPB Radio News
rmanning@opb.org

office: (503) 293-4004

cell: (503) 702-1264

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: public records request update?
Date: Wednesday, August 22, 2018 12:27:49 PM

Thanks, Marc!

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Tuesday, August 21, 2018 at 4:05 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: public records request update?

Heads up.



From: KNAUS Jenni - ODE
Sent: Tuesday, August 21, 2018 3:50 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Subject: FW: public records request update?

See below.



From: Rob Manning <rmanning@opb.org>
Sent: Tuesday, August 21, 2018 3:48 PM
To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Subject: Re: public records request update?

I am still interested in receiving the public records in the Aug. 10 email (below), as well as those mentioned in the acknowledgment message I received from you on Aug. 14 (which originated from questions I directed toward Krista Campbell).

I would like to add **three more requests** to those ODE is already processing:

1.) Please provide records related to the departure of **Michelle Hooper**, chief of staff to the deputy superintendent at Oregon Department of Education. Records should include complaints, investigative records and correspondence referencing complaints and investigations involving Hooper. Please provide any official communication from Human Resources to Hooper. Please include any response from Hooper or her legal representative, such as a resignation letter, or response to complaints or investigations.

2.) Please provide records related to the departure of **Johnna Timmes**, who held multiple titles at ODE, including Interim Assessment Director. Please provide complaints, investigative records and correspondence referencing complaints and investigations involving Timmes. Please provide any official communication from Human Resources to Timmes. Please include any response from Timmes or her legal representative, such as a resignation letter, or response to complaints or investigations.

3.) Please provide records related to the decision to place ODE research and planning specialist **Jan McCoy** on paid administrative leave. Records should include the formal notice and any records of complaints, investigations or other documented justification behind ODE's decision to place McCoy on leave. Please provide any response to the decision to place McCoy on administrative leave from McCoy or his legal representative.

Publication of these records is in the public interest, as these three individuals performed critical roles at an important public institution: the Oregon Department of Education, the federally-recognized State Education Agency.

- Michelle Hooper served as the chief of staff to the deputy superintendent in charge of ODE. In that role, Hooper had considerable influence over the management and regulation of hundreds of Oregon public schools.
- Johnna Timmes helped lead a key branch of ODE involving data management and assessment, with significant implications for policy-making and budgeting.
- Jan McCoy has been the point-person for implementation of a voter-approved initiative involving many millions of dollars meant to improve services at Oregon's public high schools.

As always, I am happy to discuss this request (and the others) to facilitate their fulfillment.

Rob

--

Rob Manning
OPB Radio News
rmanning@opb.org
office: (503) 293-4004

cell: (503) 702-1264

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Date: Friday, August 10, 2018 at 7:53 AM

To: Rob Manning <rmanning@opb.org>

Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: RE: public records request update?

Good Morning Rob,

This work is still in progress.

Best,



Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>

Sent: Thursday, August 9, 2018 4:09 PM

To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: Re: public records request update?

Can you provide an update on this? It has been two weeks since I last received an update regarding the June 27 records request.

I believe the July 3 request has already been filled.

Thanks,

Rob

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Date: Friday, July 27, 2018 at 12:17 PM

To: Rob Manning <rmanning@opb.org>

Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: RE: public records request update?

Hi Rob,

Anytime we release employee information involving possible complaints or investigations we have an internal review and process that we have to go through. We are currently in that review and process now and are working diligently to get the records to you in a timely fashion. We anticipate 2-3 weeks.

Best,



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Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>
Sent: Friday, July 27, 2018 11:40 AM
To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: public records request update?

Do you have a time estimate on the June 27 request? I believe that's the one that involved a \$200 payment from OPB, which you should have received by now.

Rob

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Date: Friday, July 27, 2018 at 11:34 AM
To: Rob Manning <rmanning@opb.org>
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: RE: public records request update?

Hello Rob,

Both public records requests are well underway, and we hope to produce responsive documentation for your July 3 request later next week.

Best,



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Oregon achieves . . . together!

Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>
Sent: Friday, July 27, 2018 10:02 AM
To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Subject: public records request update?

Please provide a status update regarding the following records I requested. I have put into italics requests that were sent entirely to other offices. Those in plain text remain ODE's responsibility to complete. Thanks for your attention.

From July 3:

- 1.) Any correspondence between the Oregon Department of Education and the Oregon Department of Justice discussing the "Statewide Longitudinal Data System" or "SLDS," and its compliance with the Family Educational Rights and Privacy Act (FERPA).
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- 3.) *Any emails sent to or from Governor Kate Brown in which the Statewide Longitudinal Data System, or SLDS, was discussed. (REFERRED TO GOVERNOR'S OFFICE, COMPLETED)*
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--

Rob Manning
OPB Radio News
rmanning@opb.org

office: (503) 293-4004

cell: (503) 702-1264

From: [PAIR Chris * GOV](#)
To: [CRAIG Elizabeth * DAS](#); [NAUGHTON George M * DAS](#)
Cc: [LESLIE Berri * GOV](#)
Subject: Re: State Budget
Date: Wednesday, August 22, 2018 12:50:25 PM

+Berri for her breakdown memo on the \$500 million.

From: CRAIG Elizabeth * DAS <Elizabeth.CRAIG@oregon.gov>
Date: Wednesday, August 22, 2018 at 12:40 PM
To: NAUGHTON George M * DAS <George.M.NAUGHTON@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: State Budget

Hi George,
Here is the info Hillary Borrud is looking for. I am in interviews all day at ESO. Give me a call on my cell when you have a chance, or I can check in with you tomorrow when I'm in the office.
Thanks,
Liz

From: Hillary Borrud [mailto:HBorrud@oregonian.com]
Sent: Wednesday, August 22, 2018 12:24 PM
To: CRAIG Elizabeth * DAS <Elizabeth.CRAIG@oregon.gov>
Subject: Re: State Budget

Hi Liz,

Thanks for getting in touch.

Two pieces of info I could use from DAS are:

1. As of today (so pre-revenue forecast), what is the budget shortfall DAS is anticipating for a 2019-21 CSL budget?
2. Can you provide a breakdown of the \$500 million in savings the state has achieved over the last two years?

I need this information by 5 p.m. Thursday.

Thanks,

-- Hillary Borrud
State Politics Reporter
The Oregonian
[@hborrud](#)

Office (503) 294-4034
Cell (503) 781-4039

From: CRAIG Elizabeth * DAS <Elizabeth.CRAIG@oregon.gov>

Date: Tuesday, August 21, 2018 at 10:38 AM

To: Hillary Borrud <HBorrud@oregonian.com>

Subject: State Budget

Hi Hillary,

I understand from the Governor's Office that you may be working on a story about the state's budget. Do you need anything from DAS?

Liz

Liz Craig

Communications Director

Department of Administrative Services

Office: 503-378-3118

Mobile: 503-877-8287

From: [LESLIE Berri * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Automatic reply: State Budget
Date: Wednesday, August 22, 2018 12:50:26 PM

Greetings,

Thank you for your email. I will be out of the office until Monday, August 27th and will only be checking email intermittently. If you need immediate assistance, please contact:

Sheril Arroyo
503-428-6533

Thanks!

Berri

From: [KONDAYEN Kate * GOV](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#); [MORAWSKI Lisa - CEDO](#); [SIEGEL Marc - ODE](#)
Subject: FW: Exciting Update to Begin the School Year! Announcing the Semifinalists of the HFTFS 2018 Prize for Teaching Excellence!
Date: Wednesday, August 22, 2018 12:59:41 PM
Attachments: [Prize.18.semifinalist.release.national.docx](#)
[180815 2018 HFTFS Prize semifinalist regional release Oregon FINAL.docx](#)

FYI. I'm not familiar with this organization but wanted to put this on your radar.

From: "Prize@hftforschools.org" <prize@hftforschools.org>
Date: Monday, August 20, 2018 at 3:24 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Exciting Update to Begin the School Year! Announcing the Semifinalists of the HFTFS 2018 Prize for Teaching Excellence!



August 20, 2018

Dear Governor Brown:

We wanted to share outstanding good news for skilled trades education excellence in your state as the K-12 school year begins – Wes Crawford and Josh Gary were recently selected as one of 52 semifinalists for the Harbor Freight Tools for Schools 2018 Prize for Teaching Excellence. \$1 million in prize awards for teachers and their public high schools will be announced November 15, 2018. Congratulations!

The Harbor Freight Tools for Schools Prize for Teaching Excellence honors outstanding teaching in the skilled trades (including plumbing, electrical, carpentry, welding, auto repair and more) in U.S. public high schools. Its purpose is to recognize teaching excellence in the skilled trades that enables students to learn deeply and be career-ready, with the hope of attracting further support for and investment in these public high school programs across our country. We believe this education pathway is valuable, creating opportunity for students, families and communities, and creating a foundation for a workforce our country

needs.

Included are two press releases, one national and one with greater background on your state's winning teacher or teachers.

By way of quick background, there were 557 total submissions from teachers and teacher teams hailing from 49 states for this prize—making your teachers among the top 9% to advance to the next round of the application and review. Semifinalists choosing to continue will complete a second phase in the application process, which will be in the hands of a second panel of judges.

Every teacher or teacher team applying for the Harbor Freight Tools for Schools Prize for Teaching Excellence will not only have the opportunity to win a financial prize, but will also get access to a series of expert-led learning modules, available online for free, to help them be even more effective in the classroom. Moreover, the learning modules will be made available to the whole field to support peer learning and, over time, be a repository of fine resources for teachers to adapt and use in their classrooms and programs.

There is so much to learn from the incredible teaching taking place in your state and in skilled trades classrooms across the country. Thank you for your support of this career-connected curriculum and learning, and the gifted students and teachers who practice it.

For more information regarding the Harbor Freight Tools for Schools 2018 Prize for Teaching Excellence, including an intro, welcome and FAQ, please visit <https://hftforschoolsprize.org/>

If you or any member of your team has a comment or question, please contact me at (818) 669-1639.

Keep up with prize progress and other exciting news by following us on Facebook, Instagram and Twitter!

Facebook: <https://www.facebook.com/HarborFreightToolsforSchools/>

Instagram: <https://www.instagram.com/hftforschools/>

Twitter: <http://twitter.com/HFTforSchools>

Thank you, and congratulations!

Cordially,

Danny Corwin
Executive Director
Harbor Freight Tools for Schools

About Harbor Freight Tools for Schools

Harbor Freight Tools for Schools is an initiative of The Smidt Foundation, established by Harbor Freight Tools Founder Eric Smidt, to support the advancement of skilled trades education in America. With a deep respect for the dignity of these fields and for the intelligence and creativity of people who work with their hands, this program was created to foster and shine a light on excellence in skilled trades education in public high schools. Believing that access to quality skilled trades education gives high school students pathways to graduation, opportunity, good jobs and a workforce our country needs, Harbor Freight Tools for Schools aims to stimulate greater understanding, support and investment by public entities and others in skilled trades education. Harbor Freight Tools is a major supporter of the Harbor Freight Tools for Schools program.



Press

Release presume alignment with whatever comes from regional press release changes and...

528 High School Skilled Trades Teachers Up for \$1 Million as Semifinalists for Harbor Freight Tools for Schools 2018 Prize for Teaching Excellence align

For Immediate Release:
Wednesday, Aug. 15, 2018

Contact: Karen Denne
818-836-5272
kdenne@hftforschools.org

CALABASAS, Calif.— ~~Fifty-eight~~ **Fifty two** skilled trades teachers and teams from across the country and their high schools are in the running have been named semi-finalists and in the running for \$1 million in total cash awards prizes as semifinalists for from the Harbor Freight Tools for Schools 2018 Prize for Teaching Excellence, the organization announced today.

The semifinalists are from 26 ~~23~~ states and specialize in trades ranging from construction and carpentry to automotive repair and welding to woodworking, advanced manufacturing and agriculture mechanics, landscape operations, power equipment technology and jewelry production. beef up with some specifics. These semi-finalists—some competing as individuals and some as teacher teams—were selected by an independent panel of judges ~~chosen~~ from among a field of more than 500 skilled trades teachers who applied for the prize.

The field of 52 ~~58~~ semi-finalists will be narrowed to 18 first- and second-place winners, who will split \$1 million in total cash awards. The three first-place winners will each receive \$100,000, with \$70,000 going to the public high school skilled trades program and \$30,000 to the individual skilled trades teacher or teacher team behind the winning program. The 15 second-place winners will each be awarded \$50,000, with \$35,000 going to the public high school program and \$15,000 to the teacher or team. The first- and second-place winners will be announced on Nov. 15.

“These semifinalists represent such depth and breadth in high school skilled trades education, and they exhibit incredible enthusiasm for teaching students to work with their hands,” said

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26541 Agoura Road
Calabasas, California 91302

Danny Corwin, executive director of Harbor Freight Tools for Schools. “We look forward to recognizing their exceptional instruction and raising the profile of their work through this prize.”

For the second round application, the semifinalists will respond to a series of online expert-led video learning modules that are designed to solicit their insights and creative ideas about their teaching practices and how to inspire their students to achieve excellence in the skilled trades.

Separate panels of judges review each round of the prize and select the semifinalists and winners. Harbor Freight Tools for Schools does not select the first- or second-place winners. This is the second year of the Harbor Freight Tools for Schools Prize for Teaching Excellence, which was started by Harbor Freight Tools Founder Eric Smidt to recognize outstanding instruction in the skilled trades in American public high schools.

“Skilled trades teachers are unsung heroes,” Smidt said. “They teach our students skills that help them in life and in careers. ~~We, and we~~ have such respect for the men and women who work with their hands to build and repair homes, schools, hospitals and businesses in our towns and cities, as well as our cars, trucks and tractors—everything central to our communities and daily lives, At the same time,, there are now hundreds of thousands of great skilled trades job vacancies, and this need is projected to grow. ~~We~~ fix our cars, homes, roads, airports and more. These skills are such an integral part of our society, and we want to elevate the dignity and importance of ~~this~~ their work and its future by recognizing exceptional skilled trades teachers from our country’s public schools who open the door to learning and opportunity.”

News of the prize and other information about skilled trades education will be posted on [Facebook](#), [Instagram](#) and [Twitter](#).

About Harbor Freight Tools for Schools

Harbor Freight Tools for Schools is a program of The Smidt Foundation, established by Harbor Freight Tools Founder Eric Smidt, to support the advancement of skilled trades education in America. With a deep respect for the dignity of these fields and for the intelligence and creativity of people who work with their hands, this program was created to foster and shine a light on excellence in skilled trades education in public high schools. Believing that access to quality skilled trades education gives high school students pathways to graduation, opportunity, good jobs and a workforce our country needs, Harbor Freight Tools for Schools aims to stimulate greater understanding, support and investment by public entities and others in skilled trades education. Harbor Freight Tools is a major supporter of the Harbor Freight Tools for Schools program. For more information, visit <https://harborfreighttoolsforschools.org>.

#####

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26541 Agoura Road
Calabasas, California 91302



Press Release

TWO OREGON HIGH SCHOOL SKILLED TRADES TEACHERS AMONG 52 SEMIFINALISTS UP FOR \$1 MILLION IN PRIZES FOR HARBOR FREIGHT TOOLS FOR SCHOOLS 2018 PRIZE FOR TEACHING EXCELLENCE

For Immediate Release:
Wednesday, Aug. 15, 2018

Contact: Karen Denne
818-836-5272
kdenne@hftforschools.org

CALABASAS, Calif.— Two Oregon high school skilled trades teachers are among the 52 teachers and teacher teams from across the country who were named today as semifinalists for the Harbor Freight Tools for Schools 2018 Prize for Teaching Excellence and are in the running for a share of \$1 million in cash prizes.

Wes Crawford and Josh Gary, a team of welding, agricultural science, and woods manufacturing teachers at Sutherlin High School in Sutherlin, were chosen from among a field of more than 500 skilled trades teachers who applied for the prize. The semifinalists—some competing as individuals and some as teacher teams—hail from 27 states and specialize in trades ranging from construction and carpentry to automotive repair, welding, advanced manufacturing and agriculture mechanics.

Through two more rounds of judging, the field of 52 semi-finalists will be narrowed to 18 first- and second-place winners, who will split \$1 million in total cash awards. The three first-place winners will each receive \$100,000, with \$70,000 going to their public high school skilled trades program and \$30,000 to the individual skilled trades teacher or teacher team behind the winning program. The 15 second-place winners will each be awarded \$50,000, with \$35,000 going to their public high school program and \$15,000 to the teacher or team. Semi-finalists whose school, district or state policy prohibits receipt of the individual portion of prize earnings were eligible to apply on behalf of their school's skilled trades program. The first- and second-place winners are expected to be announced on Nov. 15.

"These semifinalists represent amazing depth and breadth in high school skilled trades education, and they exhibit incredible enthusiasm for teaching students to work with their hands, to love learning and be prepared for the future," said Danny Corwin, executive director of Harbor Freight Tools for Schools. "We are thrilled to recognize their exceptional teaching and to raise the profile of their excellent work through these awards."

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Wes Crawford and Josh Gary have 11 and 16 years of teaching experience at Sutherlin High School, where they teach welding, woods manufacturing and agriculture. Their students range from those seeking modified diplomas to valedictorians. Crawford and Gary align their curriculum directly with industry and community college partners to best prepare students for job opportunities. For the past three years, both teachers have offered a summer Shop Management Seminar for new teachers of woods and welding. Crawford and Gary were also semifinalists for the 2017 Harbor Freight Tools for Schools Prize for Teaching Excellence.

The full list of the 52 semifinalists is posted [here](#).

For the second round application for the prize, semifinalists will respond to a series of online expert-led video learning modules designed to solicit their insights and creative ideas about their teaching practices and how to inspire their students to achieve excellence in the skilled trades.

Each round of winners is selected by separate panels of judges independent of Harbor Freight Tools for Schools.

This is the second year of the Harbor Freight Tools for Schools Prize for Teaching Excellence, which was started by Harbor Freight Tools Founder Eric Smidt to recognize outstanding instruction in the skilled trades in American public high schools.

“Skilled trades teachers are unsung heroes,” Smidt said. “They teach our students skills that help them in life and in careers. We respect and value the men and women who work with their hands to design, build and repair homes, schools, hospitals and businesses in our towns and cities, as well as our cars, trucks and tractors. These skilled and creative workers keep our communities thriving. At the same time, there are now hundreds of thousands of great skilled trades job openings, and that number is expected to grow. We want to elevate the dignity and importance of this work by recognizing exceptional skilled trades teachers from our country’s public schools who open the door to learning and opportunity.”

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trades education. Harbor Freight Tools is a major supporter of the Harbor Freight Tools for Schools program. For more information, visit <https://harborfreighttoolsforschools.org>.

#####

HARBOR FREIGHT TOOLS FOR SCHOOLS

26541 Agoura Road
Calabasas, California 91302

From: [LESLIE Berri * GOV](#)
To: [PAIR Chris * GOV](#); [CRAIG Elizabeth * DAS](#); [NAUGHTON George M * DAS](#)
Subject: RE: State Budget
Date: Wednesday, August 22, 2018 1:42:55 PM
Attachments: [Saving Taxpayer Dollars Accomplishments.docx](#)

Here is my overview -

From: PAIR Chris * GOV
Sent: Wednesday, August 22, 2018 12:50 PM
To: CRAIG Elizabeth * DAS <Elizabeth.CRAIG@oregon.gov>; NAUGHTON George M * DAS <George.M.NAUGHTON@oregon.gov>
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: Re: State Budget

+Berri for her breakdown memo on the \$500 million.

From: CRAIG Elizabeth * DAS <Elizabeth.CRAIG@oregon.gov>
Date: Wednesday, August 22, 2018 at 12:40 PM
To: NAUGHTON George M * DAS <George.M.NAUGHTON@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: State Budget

Hi George,
Here is the info Hillary Borrud is looking for. I am in interviews all day at ESO. Give me a call on my cell when you have a chance, or I can check in with you tomorrow when I'm in the office.
Thanks,
Liz

From: Hillary Borrud [<mailto:HBorrud@oregonian.com>]
Sent: Wednesday, August 22, 2018 12:24 PM
To: CRAIG Elizabeth * DAS <Elizabeth.CRAIG@oregon.gov>
Subject: Re: State Budget

Hi Liz,

Thanks for getting in touch.

Two pieces of info I could use from DAS are:

- 1) As of today (so pre-revenue forecast), what is the budget shortfall DAS is anticipating for a 2019-21 CSL budget?
- 2) Can you provide a breakdown of the \$500 million in savings the state has achieved over the last two years?

I need this information by 5 p.m. Thursday.

Thanks,

-- Hillary Borrud
State Politics Reporter
The Oregonian
@hborrud
Office (503) 294-4034
Cell (503) 781-4039

From: CRAIG Elizabeth * DAS <Elizabeth.CRAIG@oregon.gov>

Date: Tuesday, August 21, 2018 at 10:38 AM

To: Hillary Borrud <HBorrud@oregonian.com>

Subject: State Budget

Hi Hillary,

I understand from the Governor's Office that you may be working on a story about the state's budget. Do you need anything from DAS?

Liz

Liz Craig

Communications Director

Department of Administrative Services

Office: 503-378-3118

Mobile: 503-877-8287

Saving Taxpayer Dollars – Accomplishments

Problem statement: Although Oregon's economy is considered one of the best in the nation, (http://www.oregonlive.com/trending/2016/02/oregon_has_nations_best-perfor.html) the cost of public services in Oregon outpaces revenue collections. As a result, each biennia Oregon policymakers are faced with a biennial budget development problem of needing to make cuts to close the shortfall gap and the resulting lack of funds for new investments in important public services. This cyclical issue stresses the budget process, removes the ability to make new investments and, even worse delays important upgrades in information technology that could ultimately promote efficiency and better service to Oregonians.

Opportunities: Ninety percent of the state budget is based on either direct services to Oregonians or the cost of public service employees. Not wanting to compromise critical services to Oregonians, we've decided to focus on savings through administrative efficiencies and executive orders that we hope can fill the gap each biennia. Those three buckets include:

- Executive Orders focused on efficiency
- Administrative Restrictions
- Agency innovation

Total Savings: Since 2015, these three efforts are on track to save about **\$470 million**. A break-down of these individual efforts appears below.

Governor's Executive Orders:

- *Debt Collection* - **\$50 million** in additional collections by June 30, 2019.
- *Energy Efficiency* - Estimated Savings for State-Owned and State-Leased Buildings is about **\$850,000 annually** (beginning in 2018 and ramping up fully until 2028) if all agencies target efficient energy use.
Regulations require all increases in the building code to be cost-effective. Requiring energy efficiency in new construction is much cheaper than retro-fitting a building with more energy efficiency later. Very rough, initial estimates for the statewide building codes getting to "net zero ready" show the following savings:
 - Statewide Residential Buildings: ~**\$2.5 million energy savings**
 - Statewide Commercial Building: ~ **\$7.5 million energy savings**
- \$___ in savings from space optimization efforts

Savings: \$60,850,000

Governor's Administrative Restrictions in 2017-19:

- **\$125 million** all funds --\$65 million in general fund-- vacancy savings
- **\$70 million** in agencies returning unspent general fund dollars from the 2015-17 biennium

- **\$5.6 million** in renegotiated legal fees with Dept. of Justice
- **\$2 million** in travel savings

Savings: \$202,600,000

Agency Innovations (By agency):

Department of Administrative Services:

Increased statewide use of agency SPOTS card returning an increased annual rebate of **\$900,000** in 2018.

Chief Information Office

\$2.9 million in one-time phone savings in 2017-19 by reducing land lines across state government.

Department of Consumer & Business Services

Implementing full usage of video interviewing technology during the interview process saving **\$414,720** per biennium beginning in 2015-17.

Department of Corrections:

In partnership with the Department of Forestry, inmate labor on fire crews saved the state **\$3.6 million** in 2015-17.

Department of Education:

Replacing boiler system reducing staffing and maintenance costs of **\$239,000** annually.

Oregon Employment Department:

Adding electronic subscription services saving **\$216,000** annually.

Department of Environmental Quality

- Maximized lease space for a savings of **\$765,000** annually
- Reduction in fleet - **\$48,000** biennial savings

Oregon Department of Fish & Wildlife

- Eliminated positions during 2015-17 saving **\$7.4 million**.
- Reduced the number of DAS long term assigned vehicles by more than 70, promoted carpooling, began using more fuel efficient vehicles and began using commercial fueling stations for a biennial savings of **\$500,000**.

Oregon Health Authority:

Capping the medical inflation cost to 3.4% will save **\$10.5 billion** in state and federal taxes by 2022

Oregon Housing & Community Services

Combined payroll project saving **\$78,000** biennium

Oregon Parks Department:

Streamlined call center management saving **\$1.6 million** biennially

Oregon State Lottery:

Next fiscal year, Lottery will be issuing the majority of prize payments by debit cards rather than by check. With more than 30,000 payments made each year, that adds up to annual savings of more than **\$100,000**.

Oregon State Police:

Biennial savings of **\$250,000** beginning in 2017 from in house patrol car redesign

Oregon Department of Transportation:

- Right-sizing the agency's staffing saving **\$35 million** in 2015-17
- Use of Automated machine guidance and mobile mapping - **\$2.5 million** annually
- Repairing rather than replacing culverts in 2016 for a one-time savings of about **\$35 million**
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- Refinancing ODOT's bonds saved about **\$100 million** (net present value \$93.3 million)
- Reduced fleet has saved more than \$56,000 so far and will be more than **\$100,000** for the 2017-2019 biennium

Savings: \$206,494,715

From: [BLOSSER Nik * GOV](#)
To: [KORESKEI Debbie * GOV](#); [LABAR James * GOV](#)
Cc: [PAIR Chris * GOV](#); [ZEJDLIK Gina * GOV](#)
Subject: Housing plan update
Date: Wednesday, August 22, 2018 1:46:45 PM

Brief update:

1. Talked with Bob Ball. He had skimmed and was going to read more thoroughly and get back to me later today. His big takeaways were 1) Too wonky (Debbie you are right we should send the web copy next time, too), 2) Not enough emphasis on housing supply in the metro region (we emphasize the rural accelerator)
2. Sent draft policy with intro to Michael Schill, whom the Governor and James are meeting with tomorrow.
3. I forwarded Commissioner Fish's comments to James and he is incorporating.

James, can you please call Felisa today and check-in? She's the one person I haven't heard from.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Date: Tuesday, August 21, 2018 at 8:32 PM
To: LABAR James * GOV <James.Labar@oregon.gov>
Cc: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Draft housing plan

I vote we start sending the Web copy too?

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 21, 2018, at 6:58 PM, LABAR James * GOV <James.Labar@oregon.gov> wrote:

Got it (I think) by giving it a little more heart and soul. I also think the web copy

helps it there too.

James LaBar
Regional Solutions Coordinator: Mid Valley Region
Office of Governor Kate Brown
971.209.8371

On Aug 21, 2018, at 6:22 PM, BLOSSER Nik * GOV
<Nik.BLOSSER@oregon.gov> wrote:

James - these are good comments. Let me know if you'd like to discuss.

Sent from my iPhone

Begin forwarded message:

From: fishnick <fishnick@comcast.net>
Date: August 21, 2018 at 6:15:22 PM PDT
To: BLOSSER Nik * GOV
<Nik.BLOSSER@oregon.gov>
Subject: Re: Draft housing plan

Nik—

here are my initial thoughts.

Nick

On Aug 21, 2018, at 9:27 AM, BLOSSER
Nik * GOV <Nik.BLOSSER@oregon.gov>
wrote:

Thanks. It will be posted on her official web site
and the audience for the detailed document is
stakeholders and Oregonians more broadly, but
we will also pull out some top highlights into a
plain language summary.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Nick Fish <fishnick@comcast.net>

Date: Tuesday, August 21, 2018 at 8:48 AM
To: BLOSSER Nik * GOV
<Nik.BLOSSER@oregon.gov>
Subject: Re: Draft housing plan

Got it.

I'll have some comments by tonight.

Big question: what is the intended use of
this document? Audience?

Nick

Sent from my iPhone

On Aug 21, 2018, at 12:52 AM, BLOSSER Nik
* GOV <Nik.BLOSSER@oregon.gov> wrote:

Commissioner – Would love your
feedback on the attached. Don't
be shy.

If you'd like to call and discuss
please feel free to call me at 503-
559-6384.

Thanks - Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

<Policy Agenda Whitepaper
Homelessness to
Homeownership_v2.docx>

<Housing Memo.docx>

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#); [DANIELS Nakeia L * GOV](#)
Cc: [MOLLER Mary * GOV](#); [FISHER Nikki * GOV](#)
Subject: Re: ODVA Director Communications
Date: Wednesday, August 22, 2018 1:47:12 PM

Can you please confirm – is the interview happening today?

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 21, 2018 at 2:57 PM
To: DANIELS Nakeia L * GOV <Nakeia.L.DANIELS@oregon.gov>
Cc: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>, Nikki Fisher <Nikki.FISHER@oregon.gov>
Subject: Re: ODVA Director Communications

Ok, finally got everything cleared on Kelly's end and have made the pitch to the Statesman Journal. We are looking towards tomorrow for the interview.

From: DANIELS Nakeia L * GOV <Nakeia.L.DANIELS@oregon.gov>
Date: Monday, August 20, 2018 at 9:09 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Re: ODVA Director Communications

I'm fine reaching out to Kelly on her and Senator Merkley's office's comfort levels on the press roll out.

I can't think of any statewide veterans publications that we can tap for an interview. If I do I'll reach out right away.

Nakeia Daniels
Veterans Policy Advisor
Affirmative Action Manager
Office of The Governor
Sent from my iPhone

On Aug 19, 2018, at 10:21 PM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

Hi all,

Here's a quick rundown of how I think we can roll out Kelly's appointment as ODVA Director:

Monday Midday (anytime between 11a-3p)

30 mins of interview prep with Kelly (CP, Nakeia, Mary)

Chris calls Statesman Journal and OPB to pitch interview with Kelly (will share resume and advisory committee letter)

Tuesday PM or Wednesday AM

Interview with Statesman Journal

Interview with OPB (Not sure if OPB will bite, but will give it a shot)

Questions:

Any additional thoughts on outlets, timing, etc?

Who will touch base with Kelly Monday morning to see if her current team is comfortable with interviews this week?

Any concerns with sharing the attached resume (with Kelly's approval)?

Thanks,

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Fitzpatrick Resume April 30 2018[2].pdf>

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#)
Cc: [DANIELS Nakeia L * GOV](#); [MOLLER Mary * GOV](#); [FISHER Nikki * GOV](#)
Subject: Re: ODVA Director Communications
Date: Wednesday, August 22, 2018 2:04:16 PM

Yes. About to do it. Doing prep now with Kelly with Mary and Nakeia.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 22, 2018, at 1:47 PM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Can you please confirm – is the interview happening today?

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

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To: DANIELS Nakeia L * GOV <Nakeia.L.DANIELS@oregon.gov>
Cc: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>, Nikki Fisher <Nikki.FISHER@oregon.gov>
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Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Fitzpatrick Resume April 30 2018[2].pdf>

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [RUDY Peter - ODE](#)
Subject: SBAC Messaging
Date: Wednesday, August 22, 2018 3:04:30 PM

Kate,

Here is the direction Colt would like us to head with SBAC messaging. I need to sharpen it, but here is our initial offering.

“Yes, this is a problem. Here is the solution we propose. We need to support teachers in implementing formative assessment practices and implement activities that target higher levels of cognitive complexity. That’s how we get better results.”



Oregon achieves . . . together!

[Marc Siegel](#)

Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Two Questions
Date: Wednesday, August 22, 2018 3:08:37 PM

Kate,

Please call me today when you have a chance.

I want to ask you about the public records request from Salem Reporter and about our Back to School tweets.



Oregon achieves . . . together!

[Marc Siegel](#)

Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Subject: Re: Two Questions
Date: Wednesday, August 22, 2018 3:09:32 PM

Will do!

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Wednesday, August 22, 2018 at 3:08 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Two Questions

Kate,

Please call me today when you have a chance.

I want to ask you about the public records request from Salem Reporter and about our Back to School tweets.



Oregon achieves . . . together!

[Marc Siegel](#)
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [KONDAYEN Kate * GOV](#)
To: [BOYLES Stormy * GOV](#)
Cc: [PAIR Chris * GOV](#); [HUTCHINGS Laura * GOV](#); [FISHER Nikki * GOV](#)
Subject: Speech prep
Date: Wednesday, August 22, 2018 3:29:08 PM

Hi Stormy,

Would it be possible for Chris and I get 30 minutes on Friday afternoon with the Governor to go through back to school materials?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [BOYLES Stormy * GOV](#)
Cc: [PAIR Chris * GOV](#); [HUTCHINGS Laura * GOV](#); [FISHER Nikki * GOV](#)
Subject: Re: Speech prep
Date: Wednesday, August 22, 2018 3:42:50 PM

Whatever works for her works for me! Thanks, Stormy!

From: BOYLES Stormy * GOV <Stormy.BOYLES@oregon.gov>
Date: Wednesday, August 22, 2018 at 3:32 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: RE: Speech prep

Hey there!

We could do a phone call if that works?

Thanks,

Stormy Boyles
Scheduler and Executive Assistant
Office of Governor Kate Brown

900 Court Street NE, Salem, OR 97301 | phone: 503-378-6307 | stormy.boyles@oregon.or.us

From: KONDAYEN Kate * GOV
Sent: Wednesday, August 22, 2018 3:29 PM
To: BOYLES Stormy * GOV <Stormy.BOYLES@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
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Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: records
Date: Wednesday, August 22, 2018 3:56:20 PM

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Ted Sickinger <tsickinger@oregonian.com>
Date: Wednesday, August 22, 2018 at 3:55 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Re: records

Hey Nik,

Now doing the same digging after my own vacation. Yes, Hillary was able to ask that question, though she wasn't really asking the specifics I addressed to you.

As to the UAL, I've had this discussion with Matt Larrabee at Milliman many times and what we report is consistent with their take on this, as well as most other PERS "experts." I asked Matt about it two weeks ago, in fact. The w/o side account number is what is used to set employers' rates. The funded status without side accounts determines whether rates are collared or not. Side accounts are not considered. Yes, if PERS were to collapse tomorrow, those side account assets would be available to the system to cover benefits, but that's not a realistic scenario. In reality, those monies are sitting in employer side accounts and dribbling into the system every year as a rate offset. It's a sinking fund, in effect, but the outstanding UAL is effectively the same. And when the side accounts are exhausted, mostly in the 2029 timeframe, rates for everyone will shoot back up to their base level. If employers or legislators wanted to lower the reported UALs, they would have required employers to deposit this money directly. Instead, they've enabled employers to leverage their PERS rates to gamble on the market. Most employers have benefited due to timing, but some will be losers.

So that's essentially the reason, but you're also right: employers do have the POB debt, which is essentially equal to the side account balances. PERS may not be showing that debt on its balance sheet, but employers do. It's all pension debt.

So I always find it interesting when Bloomberg or Pew comes out with a new nationwide pension study. I don't know what planet they're living on, as the numbers they report bear no relationship to

Milliman's, whether it's with or without side accounts. Presumably they draw from the CAFR, but I've never been able to make heads or tails of the numbers reported there, and I have no idea where anyone comes up with a 96 percent funded status at the end of 2016. Yet those numbers, which minimize Oregon's problem, become part of the debate. I'm not sure it serves anyone to minimize this problem, and we report consistent with the conversations I've had with Matt, Paul Cleary, Steve Rodeman, various OIC and PERS Board members, etc., over the years.

Ted

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Sunday, August 12, 2018 at 11:23 AM

To: Ted Sickinger <tsickinger@oregonian.com>

Subject: Re: records

Hi, Ted – Just digging out of email after vacation. I understand Hillary was able to ask the question about PERS Board chair last week?

Also – at some point I'd like to understand why you don't include the PERS UAL number net of side accounts. Clearly all numbers are important, but if you have to pick one number for a headline of the liability to PERS itself, then it seems to me the net amount is the right one. Local employers do have debt service on POBs for side accounts, but that's not a PERS obligation. Right?

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Ted Sickinger <tsickinger@oregonian.com>

Date: Wednesday, August 8, 2018 at 3:39 PM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Subject: Re: records

Hey Nik,

I'm contacting you directly on this given my recent experience and Bryan's departure.

Incidentally, the records request I got back on that topic showed no evidence of any conversation about privacy concerns other than in the days directly after Katy brought our records request to the attention of the governor's office. There was nothing in the previous two months, as Chris insisted to me.

On another topic, I'm wondering if you can shed any light on the new PERS Board Chair. Has the governor made a selection and when will that be announced? Has Krystal DeAssis agreed to stay another term, and can you give me any sense of why the same offer wasn't extended to John Thomas, who has far deeper relevant experience in this field and running a board?

Thanks for your help.

Ted Sickinger
Reporter
The Oregonian/OregonLive
1500 SW 1st Ave
Portland, OR 97201
office: 503-221-8505
tsickinger@oregonian.com

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: State Budget
Date: Wednesday, August 22, 2018 4:09:52 PM

The OHA one referencing \$10.5B seems like the one that is mixing apples and oranges.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KUDNA Sherry * DAS <Sherry.KUDNA@oregon.gov> on behalf of COBA Katy * DAS <Katy.COBA@oregon.gov>
Date: Wednesday, August 22, 2018 at 3:37 PM
To: DAS_DL_AGENCY HEADS <AGENCY_HEADS@oregon.gov>, DAS_DL_Agency Heads - Brds_Commissions <AgencyHeads-Brds_Commissions@oregon.gov>
Cc: DAS_DL_Agency_Heads_Asst <Agency_Heads_Asst_Dist@oregon.gov>
Subject: State Budget

Colleagues,

Hillary Borrud with The Oregonian reached out to DAS today about the 2019-21 budget. She specifically asked about the \$500M in savings the state has achieved over the last two years (you may remember when we put this together for the Governor's Office). We are sending the reporter the following information and wanted you to have a heads up in case she reaches out to you for information on specific items that pertain to your agencies. If you have questions, please let me know.

Thanks,
Katy

Response to Hillary Borrud

Ninety percent of the state budget is based on either direct services to Oregonians or the cost of public service employees. Not wanting to compromise critical services to Oregonians, we've decided to focus on savings through administrative efficiencies and executive orders that we hope can fill the gap each biennium. These three buckets are:

- Executive Orders focused on efficiency

- Administrative Restrictions
- Agency innovation

Total Savings: Since 2015, these three efforts are on track to save about **\$470 million**. A break-down of these individual efforts appears below.

Governor's Executive Orders – \$60,850,000 in estimated savings

- *Debt Collection* - **\$50 million** in additional collections by June 30, 2019.
- *Energy Efficiency* - Estimated Savings for State-Owned and State-Leased Buildings is about **\$850,000 annually** (beginning in 2018 and ramping up fully until 2028) if all agencies target efficient energy use. Regulations require all increases in the building code to be cost-effective. Requiring energy efficiency in new construction is much cheaper than retrofitting a building with more energy efficiency later. Very rough, initial estimates for the statewide building codes getting to “net zero ready” show the following savings:
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From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: FW: Op-ed revisions
Date: Wednesday, August 22, 2018 4:46:27 PM
Attachments: [Oregon Schools Welcome ALL Students 8-22-18 V4.docx](#)

Kate,

Here is our op-ed. We mention Governor Brown in the beginning and the end. Please let me know if those references are fine with you.

Please send me feedback or approval by end of day Friday.

I want to send to Oregonian on Monday, but I can send as late as Tuesday.

This op-ed is slated for Sunday, Sept. 2.

From: GILL Colt - ODE
Sent: Wednesday, August 22, 2018 4:29 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Subject: RE: Op-ed revisions

Marc-

Here you go. Thank you!

Thanks,
Colt

Oregon Schools Welcome *All* Students

Welcome, Valued, and Safe.

This is how *every* child in Oregon's schools should feel and we're not there yet.

Oregonians care about the well-being of one another. If *any* student is excluded, marginalized, bullied or harassed we *all* care – we *all* seek a solution.

That's why, at Governor Brown's urging, the Oregon Department of Education formed the [Advisory Committee on Safe and Effective Schools for All Students](#) last spring.

After engaging in more than 1,000 collective working hours, this dedicated and diverse group of students, parents, educators, lawmakers and advocates created several policy recommendations that I'm eager to share with you as our children head back to school this fall.

These recommendations include:

- Using equity tools for decision making that help local and state education decision-makers recognize hidden bias and understand how well-meaning rules, policies, and practices may negatively impact some students
- development of formalized systems for students and their concerns and ideas to be heard by education decision-makers, including a network of regional student voice councils and statewide school climate surveys
- better data collection to understand which and how students are being impacted by school policies and practices
- a focus on co-locating physical/mental health and other supports in school settings
- applying evidence-based support systems as students transition between schools and programs
- implementation of early indicator and intervention systems to provide more supports to students earlier, before they face significant problems
- professional learning, guidance, and standards for the selection of promising or evidence-based prevention programs focused on: culturally responsive practices, restorative justice, trauma informed practices, de-escalation skills, bullying/harassment prevention, suicide prevention, and related efforts.

A Changing Oregon

Forty seven percent of children in Oregon classrooms today have experienced adverse conditions during their early childhood: Some are hungry or neglected, some have lived with severe drug and alcohol

abuse in their homes, some are witnessing or experiencing violence in their homes, and some don't have homes at all. These experiences can have long-term negative impacts on a child's health and well-being. These adverse experiences can also affect a student's education, their ability to focus in class, their interactions with peers, their level of anxiety, and increase impulsive behaviors.

We must also embrace Oregon's changing communities. Our students look different and have different backgrounds than in my time as a student in the 1970s and 1980s. Over a third of our students are people of color. Over half are economically disadvantaged. Fifteen percent are students with disabilities. About 9 percent identify as gay or lesbian and 18 percent spoke another language before English.

The growing diversity of Oregon's student population is an asset for our schools and the future of the state. Today's students bring a diverse history and culture that is a new resource to embrace and celebrate. A well-educated, diverse, multilingual citizenry and workforce can be a catalyst for the future success of our state. However, for this vision to be a reality tomorrow, we must provide safe, equitable schools for our students today.

A Commitment To Change

Oregon already has effective laws that help school staff identify and address instances of bullying, harassment, and cyber-bullying. Oregon also has a School Safety Task Force that has implemented programs like [SafeOregon.com](https://www.safeoregon.com), an anonymous tip line created for students, parents, community members, school staff, and law enforcement officers to act on safety threats.

As Oregonians we can work together this year to better create the kind of welcoming and inclusive schools where *all* our children can thrive – The kind of schools where our children feel valued for who they are, where they are embraced by a community of caring peers and adults, where they feel safe to engage in learning and follow their passions into the work place or continued learning after graduation.

Over the coming months, I will collaborate with others to act on the committee's recommendations in several ways.

The Oregon Department of Education will support and celebrate schools as they implement equitable practices to proactively support *all* students.

The State Board of Education will prioritize policies that focus on equity and prevention practices that positively influence student outcomes.

Governor Brown and I will champion legislation and investment strategies that promote student safety and student voice.

In 2011 Oregon adopted the [Oregon Equity Lens](#). It features this statement, "We believe that *everyone* has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures."

Let's make this a school year in which we focus on our ethical and moral obligation to our children and rethink what needs to change to provide welcoming and safe school environments where *every* child feels valued, unburdened by discrimination, and fully supported in their learning.

(Colt Gill is Director of Oregon Department of Education.)

From: [CALDERON Miriam - ELD](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: Fwd: 8-23 ELD Student Success Committee Work Group Presentation_ELD.pptx
Date: Wednesday, August 22, 2018 6:38:28 PM
Attachments: [8-23 ELD Student Success Committee Work Group Presentation_ELD.pptx](#)

Hi, here are final slides for my presentation tomorrow. Thanks, MC



Current Programs and Strategies to Support Kindergarten Readiness

Presentation to Student Success Committee:
Students Ready and Able to Learn Work Group
August 23, 2018

Goals for Today's Presentation

Identify current status and gaps in Early Learning Division efforts aligned to Student Success Committee goals, focusing on:

Access to
High-Quality
Preschool

Supporting
Healthy
Families

State-Funded Pre-K Programs in Oregon

Oregon has three high-quality preschool programs that serve 3- and 4-year olds:

Early Childhood Special Education

- Serves all children with identified developmental delays and disabilities

Preschool Promise

- Serves children 200% Federal Poverty or below through a mixed-delivery system and 1300 slots

Oregon Prekindergarten

- Based on Head Start standards
- Serves children in families with the most economic hardship, foster, homeless, TANF, and other priority populations

ECSE does not provide adequate service levels

30,000
low-income preschoolers unserved



Gap between what parents can afford to pay and the cost of delivering quality early care and education

**What parents can afford:
\$5,400/year***

If early learning costs did not exceed more than 10% of a family's income, the state's economy would increase by nearly \$33 million a year, and Oregon families would save \$5,700 a year, on average. – Center for American Progress

**Cost of program delivery:
\$11,500/year per quality
preschool slot**

Teaching Staff (2/classroom)	\$7,500
Non-personnel Expenses	\$4,000

***Based on national standard of limiting family contribution to 10% and median income for Oregon**

High-Quality Elements

Targeted to reach children and families furthest from opportunity



Ratios and class sizes are conducive to young children's learning

Diverse, supported, and well-compensated educators & knowledgeable leaders

Publicly funded at the full cost of delivering quality in a full-day program

Partnerships with families and communities

Inclusive classroom environments for children

Classrooms follow culturally-relevant curriculum and assessment practices

Delivered through a variety of programs — schools, centers, homes

Support Dual Language Learners to develop home/native language

Learning from Other State's Successful Pre-K

- ✓ Access, dosage and quality matter
- ✓ Increase Attendance
- ✓ Increase Dosage - full-day has larger impact than half-day
- ✓ Start at age 3 when possible
- ✓ Mixed income classrooms
- ✓ Core of quality is intentional teaching with a strong curriculum
 - Good teaching system-wide requires a continuous improvement system, including coaching for educators
- ✓ Support Dual Language Learners to continue to progress in home language
- ✓ Engage families as partners in children's learning
- ✓ Every year matters: K-3 realignment may be required to get full advantage of pre-K



Addressing Gaps in Oregon's Pre-K System

- **Align** Oregon's three existing Pre-k programs: Early Childhood Special Education, Oregon Prekindergarten, and Preschool Promise
- **Expand** state Pre-k programs, beginning in 2019-21 biennium and continue a multi-biennia process to reach all children in priority populations
- **Enhance** infrastructure at state and local levels to support scale and high quality implementation of preschool education (e.g., workforce, facilities, quality assurance)



What will a first step toward filling gaps for pre-k programs look like?

Early Childhood Special Education

- Fund adequate service levels for all children
- Connect to other pre-k programs

Preschool Promise

- Expand to reach portion of unserved children
- Set-aside for federally-recognized tribes

Oregon Prekindergarten

- Compensation parity for educators
- Provide funding to convert to school-day slots
- Offer Early Head Start slots to extend services to prenatal to three

Support the ECE workforce in all programs & connect to kindergarten educators

Ensure infrastructure at state and local levels to ensure consistent quality and support

Support communities to develop expansion plans and provide support to improve or build facilities

Pre-natal to Age Three Supports

To ensure children are ready for school, we start supporting families and children beginning in the pre-natal period.

Early Intervention

- *Need to reach adequate service levels for infants and toddlers*
- *Uneven capacity around state for referral and evaluation*

Parenting/Family Supports

- *Need to expand home visiting services to reach more families, beginning w/ pre-natal period*
- *Need to expand beyond home visiting to broader parenting supports*
- *Seed culturally-relevant, equity-focused programs*

Infant and Toddler Child Care

- *Need to support supply, greater level of quality and affordability for families*

Supports through Health Sector

- *Need to address mental health access, Bright Futures guidelines, and follow-up to developmental screening*

A provider's home prior to participation in technical assistance through the Focused Child Care Network



With support and resources for materials, she improved the environments and education for children in her home







Current Programs and Strategies to Support Kindergarten Readiness

Presentation to Student Success Committee:
Students Ready and Able to Learn Work Group
August 23, 2018

From: [LESLIE Berri * GOV](#)
To: [COBA Katy * DAS](#)
Cc: [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#)
Subject: RE: State Budget
Date: Wednesday, August 22, 2018 7:57:54 PM

Thank you for sending out this reminder – a good idea. Also, worth mentioning and you all probably remember that the directors saw this document as it was created and then again at ELT and all agency. They were asked for edits each step of the way. I probably didn't need to provide this additional detail but wanted to just in case.....

From: KUDNA Sherry * DAS **On Behalf Of** COBA Katy * DAS
Sent: Wednesday, August 22, 2018 3:38 PM
To: DAS_DL_AGENCY HEADS <AGENCY_HEADS@oregon.gov>; DAS_DL_Agency Heads - Brds_Commissions <AgencyHeads-Brds_Commissions@oregon.gov>
Cc: DAS_DL_Agency_Heads_Asst <Agency_Heads_Asst_Dist@oregon.gov>
Subject: State Budget

Colleagues,

Hillary Borrud with The Oregonian reached out to DAS today about the 2019-21 budget. She specifically asked about the \$500M in savings the state has achieved over the last two years (you may remember when we put this together for the Governor's Office). We are sending the reporter the following information and wanted you to have a heads up in case she reaches out to you for information on specific items that pertain to your agencies. If you have questions, please let me know.

Thanks,
Katy

Response to Hillary Borrud

Ninety percent of the state budget is based on either direct services to Oregonians or the cost of public service employees. Not wanting to compromise critical services to Oregonians, we've decided to focus on savings through administrative efficiencies and executive orders that we hope can fill the gap each biennium. These three buckets are:

- Executive Orders focused on efficiency
- Administrative Restrictions
- Agency innovation

Total Savings: Since 2015, these three efforts are on track to save about **\$470 million**. A break-down of these individual efforts appears below.

Governor's Executive Orders – \$60,850,000 in estimated savings

- *Debt Collection* - **\$50 million** in additional collections by June 30, 2019.
- *Energy Efficiency* - Estimated Savings for State-Owned and State-Leased Buildings is about **\$850,000 annually** (beginning in 2018 and ramping up fully until 2028) if all agencies target efficient energy use. Regulations require all increases in the building code to be cost-effective. Requiring energy efficiency in new construction is much cheaper than retrofitting a building with more energy efficiency later. Very rough, initial estimates for the statewide building codes getting to “net zero ready” show the following savings:
 - Statewide Residential Buildings: **~\$2.5 million energy savings**
 - Statewide Commercial Building: **~ \$7.5 million energy savings**

Governor's Administrative Restrictions in 2017-19 – \$202,600,000 in estimated savings

- **\$125 million** all funds --\$65 million in general fund-- vacancy savings
- **\$70 million** in agencies returning unspent general fund dollars from the 2015-17 biennium
- **\$5.6 million** in renegotiated legal fees with Dept. of Justice
- **\$2 million** in travel savings

Agency Innovations (By agency) – \$206,494,715 in estimated savings

Department of Administrative Services

Increased statewide use of agency SPOTS card returning an increased annual rebate of **\$900,000** in 2018.

Office of the State Chief Information Officer

\$2.9 million in one-time phone savings in 2017-19 by reducing land lines across state government.

Department of Consumer & Business Services

Implementing full usage of video interviewing technology during the interview process saving **\$414,720** per biennium beginning in 2015-17.

Department of Corrections

In partnership with the Department of Forestry, inmate labor on fire crews saved the state **\$3.6 million** in 2015-17.

Department of Education

Replacing boiler system reducing staffing and maintenance costs of **\$239,000** annually.

Oregon Employment Department

Adding electronic subscription services saving **\$216,000** annually.

Department of Environmental Quality

- Maximized lease space for a savings of **\$765,000** annually
- Reduction in fleet - **\$48,000** biennial savings

Oregon Department of Fish & Wildlife

- Eliminated positions during 2015-17 saving **\$7.4 million**.
- Reduced the number of DAS long term assigned vehicles by more than 70, promoted carpooling, began using more fuel efficient vehicles and began using commercial fueling stations for a biennial savings of **\$500,000**.

Oregon Health Authority

Capping the medical inflation cost to 3.4% will save **\$10.5 billion** in state and federal taxes by 2022

Oregon Housing & Community Services

Combined payroll project saving **\$78,000** biennium

Oregon Parks Department

Streamlined call center management saving **\$1.6 million** biennially

Oregon State Lottery

Next fiscal year, Lottery will be issuing the majority of prize payments by debit cards rather than by check. With more than 30,000 payments made each year, that adds up to annual savings of more than **\$100,000**.

Oregon State Police

Biennial savings of **\$250,000** beginning in 2017 from in house patrol car redesign

Oregon Department of Transportation

- Right-sizing the agency's staffing saving **\$35 million** in 2015-17
- Use of Automated machine guidance and mobile mapping - **\$2.5 million** annually
- Repairing rather than replacing culverts in 2016 for a one-time savings of about **\$35 million**
- Smaller and More cost effective drivers manual for a one-time savings of **\$52,566**
- Better electronic file management for a biennial savings of **\$100,000**
- Saved energy on ODOT facilities for 2016 savings of **\$36,000**
- ODOT consolidated facilities for a biennial savings of **\$3,048,429**
- Renegotiated janitorial services at a biennial savings of **\$200,000**
- Cellular program consolidation saved **\$750,000**
- Managed print services saves **\$108,000 – 200,000 annually**
- Refinancing ODOT's bonds saved about **\$100 million** (net present value \$93.3 million)
- Reduced fleet has saved more than \$56,000 so far and will be more than **\$100,000** for the 2017-2019 biennium

From: [CAPPS Lindsey D * GOV](#)
To: [BHATT Pooja * GOV](#); [BLOSSER Nik * GOV](#)
Subject: RE: DRAFT please review before Nik
Date: Wednesday, August 22, 2018 9:36:08 PM
Attachments: [8.22.18 HS Graduation White Paper \(2\).docx](#)

Nik and Pooja,

In the interest of time, I'm attaching PB's great revisions with a few track changes.

Lindsey

From: BHATT Pooja * GOV
Sent: Wednesday, August 22, 2018 8:17 PM
To: CAPPS Lindsey D * GOV
Subject: DRAFT please review before Nik

Please feel free to make any and all edits you wish! Feel free to call too.

Governor Kate Brown
Policy Agenda

Education: Every Oregon Student Graduates with a Plan for their Future

Vision and goal

Governor Brown views education as a necessary building block for prosperity and a pathway out of poverty. Quality education is a key to providing students with options after they graduate high school with paths toward living wage jobs and/or continued education. **Governor Brown envisions an Oregon where every student graduates high school or achieves high school equivalency with a path for their future.**

Governor Brown has spent her entire career focusing on the needs of children. For her, how our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. She knows both that education can be transformational to helping children break the cycle of intergenerational poverty, and that education outcomes are inextricably linked with health, criminal justice, and economic outcomes. For her, a two-generation strategy of reducing poverty necessitates providing for the needs of the child and their families at the same time, with the acknowledgement that children live within a family context and are impacted by adult issues such as job and housing stability.

To begin addressing the needs of the “whole child” early on before becoming a student of K-12, Governor Brown believes that children need to enter kindergarten having had access to quality early learning services that are aligned with elementary school standards, like high-quality preschool, and that families need to have access to services such as home visiting that provide parenting support and connections to services that promote child and family health and stability. But far too many families in Oregon are either priced out or simply can’t access basic needs such as child care; preschool; affordable and stable housing; and basic medical, dental, behavioral, and mental health services. Children need all these in order to focus on consistent attendance at school and on their schoolwork.

To put Oregon on a path to graduating every student in high school, Governor Brown will fight toward these goals over the next 5 years:

- All 30,000 low-income children (in households of 200% of Federal Poverty Level or below) will have access to high-quality preschool.
- At least 70% of students will be reading by grade level at the end of 3rd grade.
- At least 93% of students will be on track to graduate by the end of 9th grade, an early predictor of high school graduation.
- 100% of students will graduate within 5 years of starting freshman year of high school, either with a diploma or with a GED. To meet this goal will require reducing the

achievement gap each year by 4 percentage points for students of color, 7 percentage points for students with disabilities, 4 percentage points for low-income, and 6 percentage points for English Language Learners. These are ambitious targets, but these are outcomes that we owe our students.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.²

Oregon's average four-year graduation rate lags behind most other states at 77 percent on average for all students, and the achievement gap shows that we have not adequately supported children of color, children with disabilities, and children in poverty. The achievement gap translates into reduced opportunities for these students; 73 percent of Hispanic/Latino students, 68 percent of Black/African American students, 59 percent of American Indian/Alaska Native students, and 59 percent of students with disabilities graduated on time. While the graduation rate has steadily improved in recent years, with the average rate increasing nearly 3 percentage points over three years and up to 5 percentage points for historically underserved students, there is still much work to do to ensure that every student graduates from high school with a plan for the future.

A number of factors influence a student's ability to access quality education. As noted in the Chief Education Office's *Practice to Improve Student Achievement* (2017), students' poverty status is closely correlated with student engagement and student achievement. "While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes" (p. 13). We know that brain and cognitive development is affected by Adverse Childhood Experiences (ACEs), of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool (EdBuild, 2016) and are known to start kindergarten up to a full year behind in reading and math their peers (Duncan & Magnuson, 2011; Reardon, 2011).

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

It's not surprising then, that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor (Hernandez, 2012)³. The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need focus our improvement efforts to prioritize the kids who face the most barriers.**

Best Practices

Education outcomes are closely connected to so many factors that Oregonians experience – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical or dental appointments hundreds of miles away in rural Oregon. They can't learn when they come to school feeling unsafe, hungry, experience housing instability, or have large class sizes that don't give them the attention they need in school. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces, and especially for a system that has historically been under-resourced.

According to the Quality Education Model, a statewide approach to understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system; the most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools (Quality Education Model Report, 2018).

Since education funding and many other factors affect student achievement, identifying many complementary best practices is needed to create a multi-pronged approach for how our state can equip the next generation of diverse Oregonians with the skills, knowledge, and experiences they need to thrive and graduate with a plan for their future.

Remove Barriers to School Readiness: Decades of research is clear- children need to have a solid foundation before they even start kindergarten. Ninety-percent of a child's brain is developed before the age of 5; this means that exposing children to early learning experiences is necessary to reap long-term benefits. These benefits at the child-level include statistically

³ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>

significant reductions in special education placement and grade retention, and increases in high school graduation rates.⁴ It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁵ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁶ The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families⁷ and Oregon is among the least affordable states for infant and toddler child care in the country⁸.

Increase Time to Learn: The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas⁹. This class size sends the wrong message to families and teachers about the importance of our youngest students. Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One well-known education study has shown that reduced class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes.¹⁰

Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students (Practices to Improve the Achievement of Students in Poverty, 2017). The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access

⁴ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

⁵ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁶ Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

⁷ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

⁸ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

⁹ Gill, C. (2018). Class Size Report. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

¹⁰ Mosteller, F. (1995). The Tennessee Study of Class Size in the Early School Grades. *The Future of Children*, 5(2), 113-127. doi:10.2307/1602360.

to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹¹ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹² Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don’t participate in CTE programs.¹³ Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁴

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they may be the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to

¹¹ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

¹² Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.

¹³ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Course-taking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

¹⁴ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.

identifying what professional support need to engage and teach their students. ~~Two Oregon bodies—the~~ The Educator Advancement Council ~~and the Oregon Educator Equity Advisory Group—are is already assessing best practices is working to design and implement a statewide system to~~ improve professional supports for all educators and connect teachers in developing to provide quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office’s 2018 Educator Equity Report and the recognition that ~~the Oregon’s students are~~ population is projected to become increasingly racially and ethnically diverse, ~~these bodies are~~ the Council is also ~~working to~~ contemplating approaches for build systems to bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population. The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁵ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁶

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Accomplishments

- **Graduation rate disparities between students has narrowed under Governor Brown’s leadership.** Overall, the graduation rates have improved nearly 3 percentage points under Governor Brown’s tenure, though more gains have been made for historically underserved students. Graduation rates improved 6 percentage points for Native Hawaiian/Pacific Islander students, 4 percentage points for American Indian/Alaska Native and 5 percentage points for Black/African American, Latino, and Multiracial students over this period. For students with disabilities, the graduation rate increased at 3 times the rate compared to students without disabilities. These improved outcomes will only continue to improve with Governor successfully championing expanded funding for statewide plans for English Language Learners, Native American students and African American students.
- **Investment in Oregon’s public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015, to give more children and families access to high-quality, affordable child care and preschool.

¹⁵ Ibid.

¹⁶ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf

- **In 2015, the Governor doubled funding for career-technical education (CTE), while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** She then advocated in 2017 for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.
- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor also championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program under Governor Brown’s leadership, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.** New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Plan

Governor Brown’s plan for ensuring that every student graduates high school with a plan for the future is informed by student voice and experience, and the insights and expertise gleaned from parents, educators and communities across Oregon. [FN:CEdO Graduation Report] It is also grounded in best practice research, data-driven analysis, and what we know works from innovative improvement strategies, student-centered practices and critical partnerships emerging within schools, communities and between sectors of education. ~~the stories and barriers identified by Oregon educators, students, and their families.~~ No single solution is going to change the future of our students, so a multi-pronged approach is essential to comprehensively address the needs relating to the “whole child” including transitions to kindergarten, safety in schools, professional supports to educators, culturally relevant and hands-on learning opportunities, and funding structures and systems that align practices and programs across the education continuum from preschool to college and career. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service, with metrics of success reduced outcome disparities for students with disabilities, students of color, low-income students, and English Language Learners.

Make sure every Oregon child has the foundation of skills needed to start school. Decades of research is clear- children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. With Governor Brown’s leadership, the State will build upon existing preschool services to expand high-quality preschool to at least 30,000 low-income children in the next 5 years.

Make sure every Oregon student is engaged and provided the instructional learning time and healthy school climate to be prepared for the future.

- **Time:** In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. Based on a recommendation of the 2018 Quality Education Model (QEM), Governor Brown will promote class size reduction in kindergarten through 3rd grade to reduce the statewide average of 25 students in elementary schools. This means aiming to reduce averages to 20 in kindergarten, 23 in 1st grade, and 23 in grades 2-3 based on targets in the QEM. Governor Brown will also fight for the equivalent of a full, 180-day school year to bring Oregon more on par with other states, and to ensure that Oregon children are not shortchanged on their instructional time.
- **School Safety:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms with one or more students in the classroom stymie impact the learning, development and academic progress of the effected student, and that of of their peers the whole class. The Deputy Superintendent has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be addressing these issues, this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. Governor Brown will ensure that Committee recommendations are resourced so that all students have a productive learning environment.

Provide students a network of social supports that address out-of-school needs. Students have needs for support that go well beyond the classroom walls. Governor Brown will target new investment in schools to enhance schools’ capacity to provide critical counseling supports, wrap-around services to students and their families, enhance trauma-informed social and emotional learning.

Guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community.

- **Career-Connected Learning:** A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. Governor Brown will ensure that students are Future Ready and provided with access to career-technical education (CTE) and innovative STEAM learning opportunities through \$300 million more investment in High School Success (Measure 98) and CTE specifically.
- **College Exposure:** Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon. Through expanded partnerships between public schools, community colleges, and public universities, Governor Brown will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, Governor Brown will also prioritize ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.

- **Support to Navigate Career and Higher Education Options:** Choosing which career pathway program or early college opportunity to follow can be complex. Currently, Oregon does not have dedicated support to compile, coordinate, and ensure program information across multiple agencies is available and understandable to students and their families. And to significantly improve the successful transition of Oregon's students and youth to postsecondary education, while closing gaps in access, achievement, completion and employment, we must better connect Oregonians with affordable options for postsecondary education and training, that expands access to effective college/career planning tools and services. Governor Brown will expand partnerships and programs to mentor and support students in navigating career and college pathways from high school through postsecondary education while empowering students families with better tools and information to chart their future. The Career College Collaborative (C3) will serve as both a one-stop clearinghouse of information for students and families, while investing in partnerships across Oregon to convene counselors, educators, community partners, and other career and college readiness professionals to support student and family engagement.

Oregon's classrooms are home to innovative, student-centered teaching and learning led by world-class teachers and school leaders that reflect the communities they serve.

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- High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Governor Brown will ensure that Oregon's public school teachers and principals will be connected over the next five years to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.
- Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, Governor Brown will support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes. Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district-level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. ~~structural improvements to education funding that gives~~ Students and educators ~~what they must have what they~~ need to be successful, while ~~being accountable to~~ parents, policymakers, and Oregonians as a whole require that schools deliver. ~~In achieving her vision that every student graduate with a plan for their future,~~ Governor Brown ~~will partner with~~ will work to ensure a shared-commitment between the State and our local schools and communities to close persistent gaps in opportunity and achievement, prioritizing the needs of students with disabilities, students navigating poverty, and students of color. ~~local school boards, school superintendents, organizations representing to teachers, families, and community-based organizations to create more strategic decision-making processes and financial practices that prioritize resources for students with disabilities, students navigating poverty, and students of color.~~ ~~This is~~ In part, this means ensuring that ~~implementation of existing State existing policies strategies~~ related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – ~~will be integrated throughout district decision-making.~~

| are reflected in the strategies and actions of our local schools.

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DRAFT

From: [BLOSSER Nik * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: DRAFT please review before Nik
Date: Wednesday, August 22, 2018 9:36:50 PM

Great. Thanks. I will review now and send a draft back to the group and to the Governor for review.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Wednesday, August 22, 2018 at 9:36 PM
To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV
<Nik.BLOSSER@oregon.gov>
Subject: RE: DRAFT please review before Nik

Nik and Pooja,

In the interest of time, I'm attaching PB's great revisions with a few track changes.

Lindsey

From: BHATT Pooja * GOV
Sent: Wednesday, August 22, 2018 8:17 PM
To: CAPPS Lindsey D * GOV
Subject: DRAFT please review before Nik

Please feel free to make any and all edits you wish! Feel free to call too.

From: [BLOSSER Nik * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
Subject: Education white paper draft
Date: Wednesday, August 22, 2018 11:08:39 PM
Attachments: [8.22.18 HS Graduation White Paper_nikedits.docx](#)

Hi – Here's the draft of the education whitepaper. Would love to get your comments after you read them (please convey to Debbie K. if you cannot reach me – Lindsey and Pooja are at the coastal caucus mtg tomorrow).

I noted a few comments that need further discussion.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Governor Kate Brown
Policy Agenda

Education: Every Oregon Student Graduates with a Plan for their Future

Vision and goal

Education is a necessary building block for prosperity and a pathway out of poverty. Quality education is a key to providing students with options after they graduate high school with paths toward living wage jobs and continued education. **Governor Brown envisions an Oregon where every student graduates high school with a path for their future.**

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must take a two-generation strategy of reducing poverty by providing for the needs of the child and their families at the same time: children live within a family context and are impacted by adult issues such as job and housing stability.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.²

In national comparisons, Oregon's average four-year graduation rate lags behind most other states at 77 percent on average for all students. While states have different graduation requirements and Oregon has among the most stringent, this graduation rate is still leaving too many kids behind. In particular, the achievement gap shows that we have not adequately supported children of color, children with disabilities, and children in poverty: graduation rates for these subgroups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

students with disabilities. We have been making steady progress recently: the average state graduation rate has increased nearly 3 percentage points over three years and up to 5 percentage points for historically underserved students.

A number of factors influence a student's ability to access quality education. As noted in the Chief Education Office's *Practice to Improve Student Achievement* (2017), students' poverty status is closely correlated with student engagement and student achievement. "While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes". We know that brain and cognitive development is affected by Adverse Childhood Experiences (ACEs), of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool³ and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It's not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor⁵. The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.**

Best Practices

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical or dental appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

³ EdBuild, 2016

⁴ Duncan & Magnuson. 2011; Reardon, 2011

⁵ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>

According to the Quality Education Model, a statewide approach to understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶

To be successful in an under-resourced environment, we must identify best practices and invest in them. Here is a summary:

Remove Barriers to School Readiness: Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷ It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹ The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country¹¹.

Increase Time to Learn: The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas¹². This class size sends the wrong message to families and teachers about the importance of our youngest students. Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling

⁶ Quality Education Model Report, 2018

⁷ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

supported. One well-known education study has shown that reduced class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes.¹³

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Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶ Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don’t participate in CTE programs.¹⁷ Research from the

¹⁴ Practices to Improve the Achievement of Students in Poverty, 2017

¹⁵ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf.

¹⁶ Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.

¹⁷ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁸

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support need to engage and teach their students. The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's *2018 Educator Equity Report* and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population. The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁹ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.²⁰

Recent Accomplishments

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

- **Graduation rate disparities between students has narrowed under Governor Brown's leadership.** Overall graduation rates have improved nearly 3 percentage points in the last three years, and greater gains have been made for historically underserved students. Graduation rates improved 6 percentage points for Native Hawaiian/Pacific Islander students, 4 percentage points for American Indian/Alaska Native and 5

¹⁸ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf

¹⁹ Ibid.

²⁰ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf

percentage points for Black/African American, Latino, and Multiracial students over this period. For students with disabilities, the graduation rate increased at 3 times the rate compared to students without disabilities. These improved outcomes will continue to improve with expanded funding for statewide plans for English Language Learners, Native American students and African American students.

- **Investment in Oregon’s public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.
- **In 2015, the Governor doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.
- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program under Governor Brown’s leadership, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.** New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Plan

Governor Brown’s plan for ensuring that every student graduates high school with a plan for the future is informed by student voice and experience, and the insights and expertise gleaned by parents, educators and communities across Oregon. It is also grounded in best practice research, data-driven analysis, and what we know works from innovative improvement strategies, student-

centered practices and critical partnerships emerging within schools, communities and between sectors of education. . No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the “whole child” including transitions to kindergarten, safety in schools, professional supports to educators, culturally relevant and hands-on learning opportunities, and funding structures and systems that align practices and programs across the education continuum from preschool to college and career. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

The Governor’s plan for investments in our education system are as follows:

- 1. High-quality preschool for low-income students.** Decades of research is clear- children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool to an additional 10,000 low-income children in the next biennium, with a goal of serving all 40,000 low-income children over the next five years.
- 2. Manageable class sizes in grades K-3.** In early elementary grades class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM). This means aiming to reduce averages from the current 25 to 20 in kindergarten, 23 in 1st grade, and 23 in grades 2-3 based on targets in the QEM.
- 3. Require a 180-day school year:** We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time.
- 4. Ensure safe schools.** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Deputy Superintendent has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.

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Commented [NB2]: Needs detail added.

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- Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to career-technical education (CTE) and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.
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7. Support world-class teachers and school leaders who reflect the communities they serve.

- High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected over the next five years to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.
- Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

8. **Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes.** Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district-level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver. In achieving her vision that every student graduate with a plan for their future, Governor Brown will work to ensure a shared-commitment between the State and our local schools and communities to close persistent gaps in opportunity and achievement, prioritizing the needs of students with disabilities, students navigating poverty, and students of color. This in part means ensuring that existing State strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 1016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of our local schools.

To put Oregon on a path to graduating every student in high school, the initiatives above aim to achieve the following key metrics:

- All 40,000 low-income children (in households of 200% of Federal Poverty Level or below) will have access to high-quality preschool.

- At least 70% of students will be reading by grade level at the end of 3rd grade.
- At least 93% of students will be on track to graduate by the end of 9th grade, an early predictor of high school graduation.
- 100% of students will graduate within 5 years of starting freshman year of high school, either with a diploma or with a GED. To meet this goal will require reducing the achievement gap each year by 4 percentage points for students of color, 7 percentage points for students with disabilities, 4 percentage points for low-income, and 6 percentage points for English Language Learners. These are ambitious targets, but these are outcomes that we owe our students.

The initiatives above will require a significant investment by Oregonians. There are a number of efforts by the Legislature, the business community, and educators to identify funding sources, including the Joint Committee on Student Success, the Oregon Business Plan and the new Common Good initiative. I look forward to working with these groups to determine the best path forward for funding these critical investments.

Contact:

Lindsey Capps, Chief Education Officer
Pooja Bhjatt, Education Policy Advisor, Office of Governor Kate Brown

Commented [NB4]: I added this and think we need to say something to this effect. Chris Pair please comment.

Commented [NB5]: Add email and phone numbers.

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From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#); [KORESKI Debbie * GOV](#); [ZEJDLIK Gina * GOV](#); [PIRTLE-GUINEY Elana * GOV](#); [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [ANDREW Jennifer J * GOV](#)
Subject: Latest draft: education whitepaper
Date: Wednesday, August 22, 2018 11:12:59 PM
Attachments: [8.22.18 HS Graduation White Paper_nikedits.docx](#)

Hi – Here's the latest draft. After some relatively heavy editing, I decided to accept the changes from both Lindsey and myself, and instead I added a few comments that called out the most significant items that I think need further discussion.

I would like to have a call tomorrow mid-afternoon to discuss. Jen, can you please add Elana, Pooja and Lindsey to the 3:30pm call the rest of us have scheduled for tomorrow?

It's going to take all of us working very hard tomorrow and talking with a lot of stakeholders to get this done. I will say I am nervous about spending so much time travelling to and attending coastal caucus tomorrow and think any of you going should seriously consider cancelling your trips. I will be on the road to Salem by 7am tomorrow so feel free to call me between 7 and 8am if you want to discuss any of the edits or questions.

-

I sent this draft to the Governor tonight as well.

Thanks,

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Governor Kate Brown
Policy Agenda

Education: Every Oregon Student Graduates with a Plan for their Future

Vision and goal

Education is a necessary building block for prosperity and a pathway out of poverty. Quality education is a key to providing students with options after they graduate high school with paths toward living wage jobs and continued education. **Governor Brown envisions an Oregon where every student graduates high school with a path for their future.**

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must take a two-generation strategy of reducing poverty by providing for the needs of the child and their families at the same time: children live within a family context and are impacted by adult issues such as job and housing stability.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.²

In national comparisons, Oregon's average four-year graduation rate lags behind most other states at 77 percent on average for all students. While states have different graduation requirements and Oregon has among the most stringent, this graduation rate is still leaving too many kids behind. In particular, the achievement gap shows that we have not adequately supported children of color, children with disabilities, and children in poverty: graduation rates for these subgroups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

students with disabilities. We have been making steady progress recently: the average state graduation rate has increased nearly 3 percentage points over three years and up to 5 percentage points for historically underserved students.

A number of factors influence a student's ability to access quality education. As noted in the Chief Education Office's *Practice to Improve Student Achievement* (2017), students' poverty status is closely correlated with student engagement and student achievement. "While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes". We know that brain and cognitive development is affected by Adverse Childhood Experiences (ACEs), of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool³ and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It's not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor⁵. The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.**

Best Practices

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical or dental appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

³ EdBuild, 2016

⁴ Duncan & Magnuson. 2011; Reardon, 2011

⁵ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>

According to the Quality Education Model, a statewide approach to understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶

To be successful in an under-resourced environment, we must identify best practices and invest in them. Here is a summary:

Remove Barriers to School Readiness: Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷ It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹ The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country¹¹.

Increase Time to Learn: The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas¹². This class size sends the wrong message to families and teachers about the importance of our youngest students. Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling

⁶ Quality Education Model Report, 2018

⁷ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

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¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

supported. One well-known education study has shown that reduced class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes.¹³

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Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶ Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don’t participate in CTE programs.¹⁷ Research from the

¹⁴ Practices to Improve the Achievement of Students in Poverty, 2017

¹⁵ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf.

¹⁶ Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.

¹⁷ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁸

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support need to engage and teach their students. The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's *2018 Educator Equity Report* and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population. The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁹ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.²⁰

Recent Accomplishments

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

- **Graduation rate disparities between students has narrowed under Governor Brown's leadership.** Overall graduation rates have improved nearly 3 percentage points in the last three years, and greater gains have been made for historically underserved students. Graduation rates improved 6 percentage points for Native Hawaiian/Pacific Islander students, 4 percentage points for American Indian/Alaska Native and 5

¹⁸ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf

¹⁹ Ibid.

²⁰ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf

percentage points for Black/African American, Latino, and Multiracial students over this period. For students with disabilities, the graduation rate increased at 3 times the rate compared to students without disabilities. These improved outcomes will continue to improve with expanded funding for statewide plans for English Language Learners, Native American students and African American students.

- **Investment in Oregon’s public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.
- **In 2015, the Governor doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.
- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program under Governor Brown’s leadership, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.** New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Plan

Governor Brown’s plan for ensuring that every student graduates high school with a plan for the future is informed by student voice and experience, and the insights and expertise gleaned by parents, educators and communities across Oregon. It is also grounded in best practice research, data-driven analysis, and what we know works from innovative improvement strategies, student-

centered practices and critical partnerships emerging within schools, communities and between sectors of education. . No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the “whole child” including transitions to kindergarten, safety in schools, professional supports to educators, culturally relevant and hands-on learning opportunities, and funding structures and systems that align practices and programs across the education continuum from preschool to college and career. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

The Governor’s plan for investments in our education system are as follows:

- 1. High-quality preschool for low-income students.** Decades of research is clear- children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool to an additional 10,000 low-income children in the next biennium, with a goal of serving all 40,000 low-income children over the next five years.
- 2. Manageable class sizes in grades K-3.** In early elementary grades class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM). This means aiming to reduce averages from the current 25 to 20 in kindergarten, 23 in 1st grade, and 23 in grades 2-3 based on targets in the QEM.
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7. Support world-class teachers and school leaders who reflect the communities they serve.

- High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected over the next five years to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.
- Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

8. Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes. Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district-level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver. In achieving her vision that every student graduate with a plan for their future, Governor Brown will work to ensure a shared-commitment between the State and our local schools and communities to close persistent gaps in opportunity and achievement, prioritizing the needs of students with disabilities, students navigating poverty, and students of color. This in part means ensuring that existing State strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 1016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of our local schools.

To put Oregon on a path to graduating every student in high school, the initiatives above aim to achieve the following key metrics:

- All 40,000 low-income children (in households of 200% of Federal Poverty Level or below) will have access to high-quality preschool.

- At least 70% of students will be reading by grade level at the end of 3rd grade.
- At least 93% of students will be on track to graduate by the end of 9th grade, an early predictor of high school graduation.
- 100% of students will graduate within 5 years of starting freshman year of high school, either with a diploma or with a GED. To meet this goal will require reducing the achievement gap each year by 4 percentage points for students of color, 7 percentage points for students with disabilities, 4 percentage points for low-income, and 6 percentage points for English Language Learners. These are ambitious targets, but these are outcomes that we owe our students.

The initiatives above will require a significant investment by Oregonians. There are a number of efforts by the Legislature, the business community, and educators to identify funding sources, including the Joint Committee on Student Success, the Oregon Business Plan and the new Common Good initiative. I look forward to working with these groups to determine the best path forward for funding these critical investments.

Contact:

Lindsey Capps, Chief Education Officer
Pooja Bhjatt, Education Policy Advisor, Office of Governor Kate Brown

Commented [NB4]: I added this and think we need to say something to this effect. Chris Pair please comment.

Commented [NB5]: Add email and phone numbers.

Works Cited

- Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.
- American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.
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Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.

From: [CAPPS Lindsey D * GOV](#)
To: [BHATT Pooja * GOV](#); [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#); [KORESKE Debbie * GOV](#); [ZEJDLIK Gina * GOV](#); [PIRTLE-GUINEY Elana * GOV](#)
Cc: [ANDREW Jennifer J * GOV](#)
Subject: RE: Latest draft: education whitepaper
Date: Thursday, August 23, 2018 6:35:40 AM

I will do the same.

From: BHATT Pooja * GOV
Sent: Thursday, August 23, 2018 6:15 AM
To: BLOSSER Nik * GOV; PAIR Chris * GOV; KORESKE Debbie * GOV; ZEJDLIK Gina * GOV; PIRTLE-GUINEY Elana * GOV; CAPPS Lindsey D * GOV
Cc: ANDREW Jennifer J * GOV
Subject: Re: Latest draft: education whitepaper

I will head to Salem instead of the coastal caucus today to get the outstanding issues resolved.
Pooja

On Wed, Aug 22, 2018 at 11:12 PM -0700, "BLOSSER Nik * GOV"

<Nik.BLOSSER@oregon.gov> wrote:

Hi – Here's the latest draft. After some relatively heavy editing, I decided to accept the changes from both Lindsey and myself, and instead I added a few comments that called out the most significant items that I think need further discussion.

I would like to have a call tomorrow mid-afternoon to discuss. Jen, can you please add Elana, Pooja and Lindsey to the 3:30pm call the rest of us have scheduled for tomorrow?

It's going to take all of us working very hard tomorrow and talking with a lot of stakeholders to get this done. I will say I am nervous about spending so much time travelling to and attending coastal caucus tomorrow and think any of you going should seriously consider cancelling your trips. I will be on the road to Salem by 7am tomorrow so feel free to call me between 7 and 8am if you want to discuss any of the edits or questions.

I sent this draft to the Governor tonight as well.

Thanks,

■ Nik

Nik Blosser

Chief of Staff

Oregon Governor Kate Brown

503-373-1565

Assistant: Jen Andrew

jennifer.j.andrew@oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: Media Request - Quick Phone Interview about this mornings Press Conference
Date: Thursday, August 23, 2018 8:56:20 AM

FYI, ignoring unless you think I should clarify that this is a campaign side matter.

From: Jacob Dean <jacob.dean@kxl.com>
Date: Thursday, August 23, 2018 at 8:48 AM
To: Christian Gaston <christian@katebrownforeregon.com>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, Portland KXL News <PortlandKXLNews@alphabroadcasting.com>
Subject: Media Request - Quick Phone Interview about this mornings Press Conference

Good Morning Christian and Kate,

Is there any chance we can chat with one of the representatives on the phone this morning about this? Not sure if we can make it there in person, but really want to have this story on KXL. Please give us a call whenever you get a chance. Thanks!

KXL newsroom 503-517-6280

Thanks again.

Best,

Jacob Dean
Editor / Content Manager
Portland's Morning News
FM News 101 KXL
jacob.dean@kxl.com
Newsroom 503-517-6280

Christian Gaston, 971-285-7011
christian@katebrownforeregon.com

Press advisory: Coalition to speak out against Priority Oregon's deceitful ads

Portland -- On Thursday the Democratic Party of Oregon will host a coalition of foster parents, seniors, nursing home workers, veterans, and educators to demand that Priority Oregon, the

organization behind a spate of recent attack ads in Oregon, come clean on who is funding their program and pull back the veil of secrecy that this dark money group has been operating under. The coalition will also call on Republican Knute Buehler to denounce Priority Oregon.

Who: Coalition of foster parents, seniors, veterans, and educators

What: Press conference on Priority Oregon

When: 9:30 a.m. Thursday, August 23

Where: Democratic Party of Oregon,
232 NE 9th Ave., Portland, OR 97232

From: [KONDAYEN Kate * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: FW: DHS Children in Hawaii
Date: Thursday, August 23, 2018 8:56:52 AM
Importance: High

From: Christy Sinatra <christy.sinatra@state.or.us>
Date: Wednesday, August 22, 2018 at 5:56 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: DHS Children in Hawaii

Chris and Kate,

FYI – We have foster children on visits and placed in Hawaii. Our Child Welfare program is working with our Emergency Services Coordinators to be in contact with our families, collect info and provide instructions. Our process is explained below. These instructions went only to our program and district managers.

Thanks,

Christy

Hello Program Managers,

As you know there is a serious natural disaster facing the state of Hawaii. We do have foster children on visits and placed through ICPC there. Please see the below email from Michelle Patton, DHS Emergency Services Coordinator. It's extremely important that you follow the steps carefully. We need to begin this process immediately as the hurricane is approaching. Regardless of the category of the hurricane there is serious flooding and landslides expected. Either a DM or PM must ensure the below process is followed with the family. There must be a contact person available to the family 24 hours a day and ideally that would be the Program Manager for updates, support or in an emergency situation for the children and family. I understand that your caseworkers may have already reached out to their families and that is fantastic! This process below needs to occur even if your caseworkers and/or supervisors have been in touch with the foster family or parents to collect all the needed information below, as well as provide instructions.

My number is 541-207-2556. I'm available 24 hours, please call or text me at anytime once contact has been made and respond in email with answers to the questions below. Please email me and cc Marilyn, Vera and Lee. I will stay in contact with Emergency Services.

If you have any questions please let me know. Thank you for jumping into action!

I truly appreciate you!

Shannon

From: Patton Michelle K

Sent: Wednesday, August 22, 2018 2:58 PM

To: Biteng Shannon M; Thomas Stanton E

Cc: JAMES Vera; JONES Marilyn; PAKSERESHT Fariborz; Teague Belinda

Subject: RE: Urgent

Hi All,

DM/PM staff will:

- Check in with foster families and gather the following information:
 - Names of those involved
 - How many children
 - Where are they currently staying
 - What is the shelter plan – Are they staying in place, going to a shelter, going to another location (obtain address of that location)
 - Emergency Contact information – phone number and email plus a backup phone number if possible
- Provide local Red Cross information which can be obtained at: <https://www.redcross.org/local/hawaii/about-us/locations.html>
- Provide phone number of contact for foster family to check in

once storm has passed

- Send confirmation email to foster family confirming Red Cross information and phone number foster family will call after storm has passed.
- If unable to reach family, send text message and if possible email follow up
- Contact Shannon with information above as well as give all safe notification to Shannon once storm has passed and families location has been confirmed

Shannon will:

- Keep in contact with DM/PM staff
- Obtain master spreadsheet with updates on status as well as tracking when families are clear of hazard.

OHSE will:

- Continue tracking hurricane/storm activity
- Provide situational updates as needed
- Coordinate call for Friday afternoon to check in on any outstanding actions and discuss next steps as we move into weekend

Thank you all. If I missed something please let me know!

Michelle Patton

Emergency Services Coordinator

Occupational Health, Safety and Emergency Services

DHS|OHA HR Shared Services

From: [KONDAYEN Kate * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: FW: Input Received: Your Public Records Request
Date: Thursday, August 23, 2018 8:59:16 AM
Attachments: [Your Public Records Request - Entries.csv](#)

FYI

From: MATASAR Emily * GOV <Emily.MATASAR@oregon.gov>
Date: Wednesday, August 22, 2018 at 3:56 PM
To: ARROYO Sheril * GOV <Sheril.ARROYO@oregon.gov>, HOCKADAY Bryan * GOV <Bryan.HOCKADAY@oregon.gov>, CAMPOS Shelby * GOV <Shelby.CAMPOS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, GUTRIDGE Shevaun * GOV <Shevaun.GUTRIDGE@oregon.gov>, BUEHLER Dustin E * GOV <Dustin.E.BUEHLER@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Input Received: Your Public Records Request

From: ORPrdSupport@egov.com On Behalf Of hborrud@oregonian.com
Sent: Wednesday, August 22, 2018 3:56:26 PM (UTC-08:00) Pacific Time (US & Canada)
To: MATASAR Emily * GOV
Subject: Input Received: Your Public Records Request

Your Public Records Request

Submitted: 8/22/2018 3:56:23 PM

Name	Hillary Borrud
Organization	The Oregonian/OregonLive
Address	1500 SW First Avenue Portland, OR 97201 United States
Phone	(503) 781-4039
Email	hborrud@oregonian.com

Describe your request I request copies of Gina Zejdlik and Lindsey Capps' calendars from May 22, 2018 through the date this request is fulfilled, including all fields and details.

Attachment Your Public Records Request - Entries_16.csv (624 Bytes) cannot be converted to PDF format.

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Media Request - Quick Phone Interview about this mornings Press Conference
Date: Thursday, August 23, 2018 9:08:26 AM

Ignore.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 23, 2018 at 8:56 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: Media Request - Quick Phone Interview about this mornings Press Conference

FYI, ignoring unless you think I should clarify that this is a campaign side matter.

From: Jacob Dean <jacob.dean@kxl.com>
Date: Thursday, August 23, 2018 at 8:48 AM
To: Christian Gaston <christian@katebrownfororegon.com>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, Portland KXL News <PortlandKXLNews@alphabroadcasting.com>
Subject: Media Request - Quick Phone Interview about this mornings Press Conference

Good Morning Christian and Kate,

Is there any chance we can chat with one of the representatives on the phone this morning about this? Not sure if we can make it there in person, but really want to have this story on KXL. Please give us a call whenever you get a chance. Thanks!

KXL newsroom 503-517-6280

Thanks again.

Best,

Jacob Dean
Editor / Content Manager
Portland's Morning News
FM News 101 KXL
jacob.dean@kxl.com
Newsroom 503-517-6280

Christian Gaston, 971-285-7011

christian@katebrownforeregon.com

Press advisory: Coalition to speak out against Priority Oregon's deceitful ads

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Who: Coalition of foster parents, seniors, veterans, and educators

What: Press conference on Priority Oregon

When: 9:30 a.m. Thursday, August 23

Where: Democratic Party of Oregon,
232 NE 9th Ave., Portland, OR 97232

From: [CALDERON Miriam - ELD](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Subject: draft e-board letter
Date: Thursday, August 23, 2018 9:31:13 AM
Attachments: [Child Care eboard v5.docx](#)
[PDG B-5 Eboard Letter DRAFT V2.docx](#)

Hi, here are drafts of the two letters – child care federal funding and preschool development grants (PDG) federal funding opportunity. These are due 8/27.

Tomorrow is the final CCDF new funds work group meeting, so there may be some additional changes (and still waiting on some input from DHS).

I'm also flagging the PDG letter as we will need for Governor to submit this application and approval from e-board for limitation (permission to apply?). I'm not sure of the process for securing Governor Brown's approval, perhaps we could use this letter as a starting point for a memo to Gov.

Thanks, MC



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Colt Gill

Deputy Superintendent of Public Instruction

August 27, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through the Early Learning Division (ELD), and the Department of Human Services (DHS), respectfully request an increase in limitation of \$25,600,808 from additionally allocated Child Care Development Block Grant (CCDBG) funding.

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018. Federal guidance for these new monies indicate that states should use these dollars to support new requirements enacted under the 2014 federal child care law (CCDBG Act Reauthorization), which included provisions to improve the health, safety, and quality of child care and make child care assistance a more stable support for families.

Oregon's share of these new federal funds is \$25,600,808 annually for FY 2018 and FY2019. The federal award letter, received first on May 1, 2018 indicates that new federal funds must be obligated by the end of the second fiscal year (FY2019) and liquidated by the end of the third fiscal year (FY2020). Thus, there is an emergency need to receive necessary limitation to begin obligation of the funds in accordance with CCDBG fiscal requirements, and the needs of Oregon's young children, families, and providers.

Agency Action

Over the summer, the ELD and DHS co-convened a workgroup with key stakeholders, advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee) to advise both agencies on the strategic use of these additional dollars for Oregon's child care system. The work group identified priorities related to addressing the shortage of infant and toddler care, assisting providers in covering costs associated with new federal health and safety regulations, expanding access to community-based training and technical assistance for the child care workforce, and ensuring low-income families are able to access and afford high-quality child care that meets their needs. Thus, ELD and DHS propose to expend funds to accomplish the following:

- **Strengthen the child care licensing program to ensure the health and safety of children in care and support providers to successfully meet licensing requirements:** ELD will increase staffing in the Office of Child Care (OCC) resulting in licensing caseloads that are closer to industry standards, and greater capacity in the legal and compliance unit.
- **Pilot a new approach to building a supply of affordable, sustainable, high-quality infant and toddler care:** ELD will begin a pilot of contracted slots for child care providers to serve infants and toddlers in low-income families. Provider reimbursements will more closely align to the actual costs of providing high quality care, and the ELD will target funds for contracted slots to communities where there is a dearth of infant or toddler care.
- **Enhance direct supports for providers to support high-quality care:** ELD will make resources available to licensed providers to help subsidize their costs associated with meeting new licensing regulations (e.g., background checks, training, equipment), and increase investments in the professional learning system for the child care workforce.
- **Strengthen Employment Related Day Care (ERDC) program for families and providers:** DHS will....

Action Requested

Approve limitation in the amount of \$25,600,808 for the Oregon Department of Education, through its Early Learning Division, and for the Department of Human Services. Of these funds, ELD will transfer \$10,684,476 to Department of Health and Services (DHS) to improve the Employment Related Day Care (ERDC) program, and ELD will retain \$14,916,332 for quality improvement activities, and a pilot of infant and toddler contracted slots.

Legislation Affected

Section 4(1) Chapter 590, Oregon Laws (2017) - \$ amount
DHS section law

Commented [BC-01]: DHS will need to list its own legislation involved and the amount of limitation for that agency (based upon adjusted additional Discretionary allocation total).

Oregon Department of Education

255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600 | Fax: 503-378-5156 | www.oregon.gov/ode

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
August 27, 2018
Page 3 of 3

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care in our state. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

Sincerely,

Colt Gill
Deputy Superintendent of
Public Instruction

Miriam Calderon
Early Learning System
Director

Fariborz Pakseresht
Department of Human
Services Director

Oregon Department of Education

255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600 | Fax: 503-378-5156 | www.oregon.gov/ode



Early Learning Division | 700 Summer St NE, Suite 350, Salem, OR 97301

Phone: 503-373-0066 | Fax: 503-947-1955

August 27, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of the Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD), respectfully requests approval to apply for a federal grant of up to \$10,000,000 from U.S. Department of Health and Human Services (DHHS) for the Preschool Development Grant Birth through Five (PDG B-5).

Agency Action

The Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services (HHS), in consultation with the U.S. Department of Education (ED) is providing grant opportunities for lead state agencies to carry out the activities of the PDG B-5. The PDG B-5 grant seeks to empower State governments to lead the way in leveraging federal, state, and local early care and education investments. Funds are for states to help coordinate early care and education programs and services that already exist, based on identified needs. The ACF is targeting these funds to assist states in the coordination of their existing early care and education services and funding streams for the purpose of providing equitable access to more children birth through five in a mixed delivery model.

The focus of the work is to develop, update, and implement a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system across the State. It is also designed to prepare children of low economic means and opportunity to enter kindergarten and to improve transitions from such system into the local educational agency or elementary school that enrolls such children. This work may include, but is not limited to, strategies that:

- more efficiently use existing federal, state, local, and non-governmental resources to align and strengthen the delivery of existing programs:
- coordinate the delivery models and funding streams existing in the state's mixed delivery system:
- develop recommendations to better use existing resources in order to improve--
 - the overall participation of children in a mixed delivery system of federal, state, and local early childhood education programs,
 - program quality while maintaining availability of services,
 - parental choice among existing programs,
 - school readiness for children experiencing poverty, including during such children's transition into elementary school:
- encourage partnerships among Head Start providers, state and local governments, Indian tribes and tribal organizations, private entities (including faith- and community- based entities), and local educational agencies, to improve coordination, program quality, and delivery of services; and
- maximize parental choice among a mixed delivery system of early childhood education program providers.

The ACF has allocated a total of \$242,500,000 for this grant opportunity and anticipates providing forty nationwide grant awards. The grant applications will be due sixty days after the release of the Funding Announcement Opportunity (FAO). The estimated start date for grant awards is December 17, 2018.

The ELD plans to work with its partners, stakeholders, and external consultants over the next month to identify the most effective strategy in applying for this grant opportunity.



Agency Request

Approve the Oregon Department of Education, through its Early Learning Division, to apply for a federal grant of up to \$10,000,000 from the U.S. Department of Health and Human Services for the Preschool Development Grant Birth through Five.

Legislation Affected

None

Thank you for considering the approval of this request.

Sincerely,

Colt Gill
Deputy Superintendent of Public Instruction

Sincerely,



Miriam Calderon
Early Learning Division Director



From: [KONDAYEN Kate * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: FYI - Message
Date: Thursday, August 23, 2018 9:34:15 AM

Thanks, looks good.

From: Christy Sinatra <christy.sinatra@state.or.us>
Date: Thursday, August 23, 2018 at 9:17 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: FYI - Message

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Cc: [KING Natalie * GOV](#); [FISHER Nikki * GOV](#)
Subject: Back to school supply drive?
Date: Thursday, August 23, 2018 9:48:54 AM

Hi Marc,

We are looking to put together a social media post next week that has a call to action of donating school supplies. Is there a donation drive that ODE is supporting, or recommends supporting?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Comms Team Updates
Date: Thursday, August 23, 2018 9:52:15 AM

Hi Chris, will you please send me the current version as an Excel file? We need to add Pooja to my policy advisor list, and then I can drop the updated file in the drive so it's ready to go next time we distro.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Sunday, August 19, 2018 at 10:14 PM
To: GOV_DL_GOV <GOV_Dist@oregon.gov>
Subject: Comms Team Updates

Hi All,

Please find attached the updated portfolio assignments for the Communications Team.

Nikki Fisher is stepping in as Interim Press Secretary and Kourtney Linebaugh will be filling an Interim Deputy Press Secretary role. In addition to her duties as a press secretary, Nikki will still be managing the larger events that our office hosts with Governor Brown. Kourtney will be assisting on the other, more routine events Governor Brown attends while also continuing her work as part of the Governor's Natural Resources Office.

As events are added to the calendar, our team will determine who will be point for each event's logistics and communicate that to the other planning participants.

Thanks to Nikki and Kourtney for stepping in and keeping our operations running smoothly!

Best,
Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [KONDAYEN Kate * GOV](#)
To: [SINATRA CHRISTY](#)
Cc: [KLEIN Rosa * GOV](#)
Subject: Re: Weekly Media Update
Date: Thursday, August 23, 2018 9:55:52 AM

Thanks, Christy! Will you please add me and Rosa to the weekly distro list for this?

From: Christy Sinatra <christy.sinatra@state.or.us>
Date: Monday, August 20, 2018 at 8:34 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>, KLEIN Rosa * GOV <Rosa.KLEIN@state.or.us>
Subject: FW: Weekly Media Update

Hi Chris,

I have a conflict with today's call so in place of participation, I'm sharing my internal weekly media update. Please see below.

Thanks,
Christy

From: Sinatra Christy
Sent: Monday, August 20, 2018 8:31 AM
To: PAKSERESHT Fariborz <FARIBORZ.PAKSERESHT@dhsosha.state.or.us>; BEATRICE Jeannine <Jeannine.BEATRICE@dhsosha.state.or.us>; Horner Leah C *DHS <Leah.C.Horner@dhsosha.state.or.us>; Erickson Donald A <DONALD.A.ERICKSON@dhsosha.state.or.us>
Subject: Weekly Media Update

Media and Public Records (13 open media inquiries; 2 open media public records requests):

KEZI and KVAL: Asked for information about fatality of infant in foster care. We're unable to comment.

Oregonian

- Long-term memory care: We expect the first in this potential investigative series to publish this weekend. APD is completing fact checks with reporter and drafting internal responsive communications. Will be checking in with leg team to prepare, as well as briefing Kate and Rosa on Wednesday.
- ODDS: Submitted request to DAS for list of employees who left ODDS between August 2015 and 2018, including name, position, and reason. We're monitoring this request DAS is processing and exploring what may have prompted the request.
- SoS correspondence: We have about 400 more pieces of correspondence to process to close this records request.
- ODDS: Reporter called asking about a mother's allegations that her son in a DHS-contracted facility was misdiagnosed by DHS-contracted physician. Mother is not guardian so does not have access to information. Was referred to medical board.

KOIN: Full team will begin processing nearly 5,000 pages of child fatality records received from DOJ this week. Release date is 8/31. We'll be meeting with CPS and DOJ to plan release and begin prepping our response.

FOX 12: Sent temporary lodging data reporter requested. DOJ provided response. Not sure if they are pursuing story.

OPB: Provided a variety of updates requested by reporter. Today will follow-up with final request on costs for Differential Response, OR-KIDS and the Oregon Safety Model. Reporter wants to review info before deciding what stories to pursue.

Portland Tribune: Asked for links to policies, directives and memos about when caseworkers can remove

child due to inadequate housing; wanted to know if housing shortage is why that category for cause of entry into foster care is rising.

Portland Business Journal: Will publish our list of licensed assisted living facilities with a short article with charts about data gleaned from its retirement communities survey. It will also produce a Q&A with care facilities executives. Expect package to publish this week.

Oregon Business Magazine: Expecting a piece on sexual health education to publish at any time. Our My Future, My Choice program may be included. Education dept. was primary source.

Illinois Valley News: Expecting story on breaking the cycle of poverty to publish any time in this Josephine County weekly.

Media Coverage (2 weeks)

KVAL

Police investigate after 18-month-old boy dies in foster care in Springfield

<https://kval.com/news/local/police-investigate-after-18-month-old-boy-dies-in-foster-care-in-springfield>

OPB

The strange case of Susie Strangfield, Part 2: The database (DHS mention for foster data going into system)

<https://www.opb.org/news/article/state-longitudinal-data-system-oregon-susie-strangfield/>

Chronicle of Social Change

Youth generate ideas for improving Oregon's foster care system

<https://chronicleofsocialchange.org/child-welfare-2/youth-generated-ideas-for-improving-oregons-system-foster-care-system>

KOIN

Heather Mounce arraigned on 98 felonies: Woman rescued in 2017 charged with ID theft, criminal mistreatment

<https://www.koin.com/news/crime/heather-mounce-arraignment-96-felonies-august-14-2018/1368188878>

Willamette Week

A federal lawsuit tests the limits of how far Oregon can go to get food stamps and other benefits back

<https://www.wweek.com/news/courts/2018/08/15/a-federal-lawsuit-tests-the-limits-of-how-far-oregon-can-go-to-get-food-stamps-and-other-benefits-back/>

East Oregonian

Senior's mettle tested in elder abuse case

<http://www.eastoregonian.com/eo/local-news/20180809/seniors-mettle-tested-in-elder-abuse-case>

Oregonian

Oregon day care audit will focus on background checks

https://www.oregonlive.com/politics/index.ssf/2018/08/oregon_day_care_audit_will_foc.html#incart_river_index

Portland Tribune

Wilsonville nonprofit wants to put foster families first

<https://portlandtribune.com/wsp/134-news/402713-299355-wilsonville-nonprofit-wants-to-put-foster-families-first>

East Oregonian

Parade float springs into foster family fundraiser

<http://www.eastoregonian.com/eo/community-news/20180806/parade-float-springs-into-foster-family-fundraiser>

Portland Tribune

Oregon ranks first for homeless youth

<https://pamplinmedia.com/pt/9-news/403002-299906-oregon-ranks-first-for-homeless-youth>

Thanks,

Christy Sinatra

DHS Director's Office | Oregon Department of Human Services

503.569.3479 | christy.sinatra@state.or.us

Pronouns: She, her, hers

Our vision is safety, health and independence for all Oregonians

Follow DHS on Twitter: <https://twitter.com/OregonDHS>

Messages to and from this e-mail address may be made available to the public under Oregon law.

From: [CAPPS Lindsey D * GOV](#)
To: [BHATT Pooja * GOV](#)
Cc: [LINEBAUGH Kourtney * GOV](#); [SHAW Jarrod * GOV](#); [GILL Colt - ODE](#); [GREEN Debbie - CEDO](#); [KONDAYEN Kate * GOV](#)
Subject: Re: 8.27.2018-Madison-BacktoSchool.docx
Date: Thursday, August 23, 2018 10:02:59 AM

We should include Early Learning System Director Miriam Calderon and Youth Development Director Serena Stoudamire. I will plan to attend as well.

On Aug 23, 2018, at 9:12 AM, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov> wrote:

Hi Kourtney,
Thank you so much for sending this! I will be attending. I will be attending. I believe Lindsey said he will be as well.
Pooja

From: LINEBAUGH Kourtney * GOV
Sent: Thursday, August 23, 2018 9:03 AM
To: BHATT Pooja * GOV
Cc: SHAW Jarrod * GOV
Subject: 8.27.2018-Madison-BacktoSchool.docx

Hi Pooja,

Attached is the meeting memo for Monday's Back to School event at Madison High from 8:00 am to 9:00 am. Do you have anything else I should include before I send it over to Stormy and crew?

Will you be attending?

Kourtney Linebaugh

Interim Deputy Press Secretary
Office of Governor Kate Brown
Office: 503-986-6535 | Cell: 503-428-0854

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: UPDATED BLANK FOR FORWARDING: Please join us for the annual Manufacturing Symposium: Friday, September 28
Date: Thursday, August 23, 2018 10:03:21 AM

FYI – this is what I’m speaking at...

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: Jen Andrew <Jennifer.J.ANDREW@oregon.gov>
Date: Thursday, August 23, 2018 at 9:54 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: FW: UPDATED BLANK FOR FORWARDING: Please join us for the annual Manufacturing Symposium: Friday, September 28

Hi-

Fyi...

-Jen

From: DeFelice, Alexandra M. <ADeFelice@SCHWABE.com>
Sent: Tuesday, August 21, 2018 9:20 PM
To: ANDREW Jennifer J * GOV <Jennifer.J.ANDREW@oregon.gov>
Subject: FW: UPDATED BLANK FOR FORWARDING: Please join us for the annual Manufacturing Symposium: Friday, September 28

Jennifer,
We made a few tweaks to our invite.
Please use the following link to share/register with anyone you’d like to attend.
Thank you!
Alexandra

<https://communications.schwabe.com/48/383/august-2018/mdr-symposium-blank.asp?sid=c7e91812-ed25-4da7-ae0a-70c9d5d485a5>

Alexandra M DeFelice
Schwabe Williamson & Wyatt
Industry Group Manager
Direct: [503-796-3767](tel:503-796-3767)

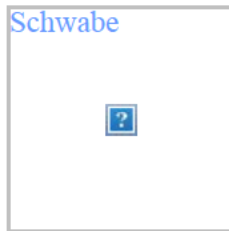
Mobile: 415-810-6374
adefelice@schwabe.com

Begin forwarded message:

From: <communications@schwabe.com>
Date: August 21, 2018 at 6:14:46 PM PDT
To: <adefelice@schwabe.com>
Subject: UPDATED (NIK) BLANK FOR FORWARDING: Please join us for the annual Manufacturing Symposium: Friday, September 28

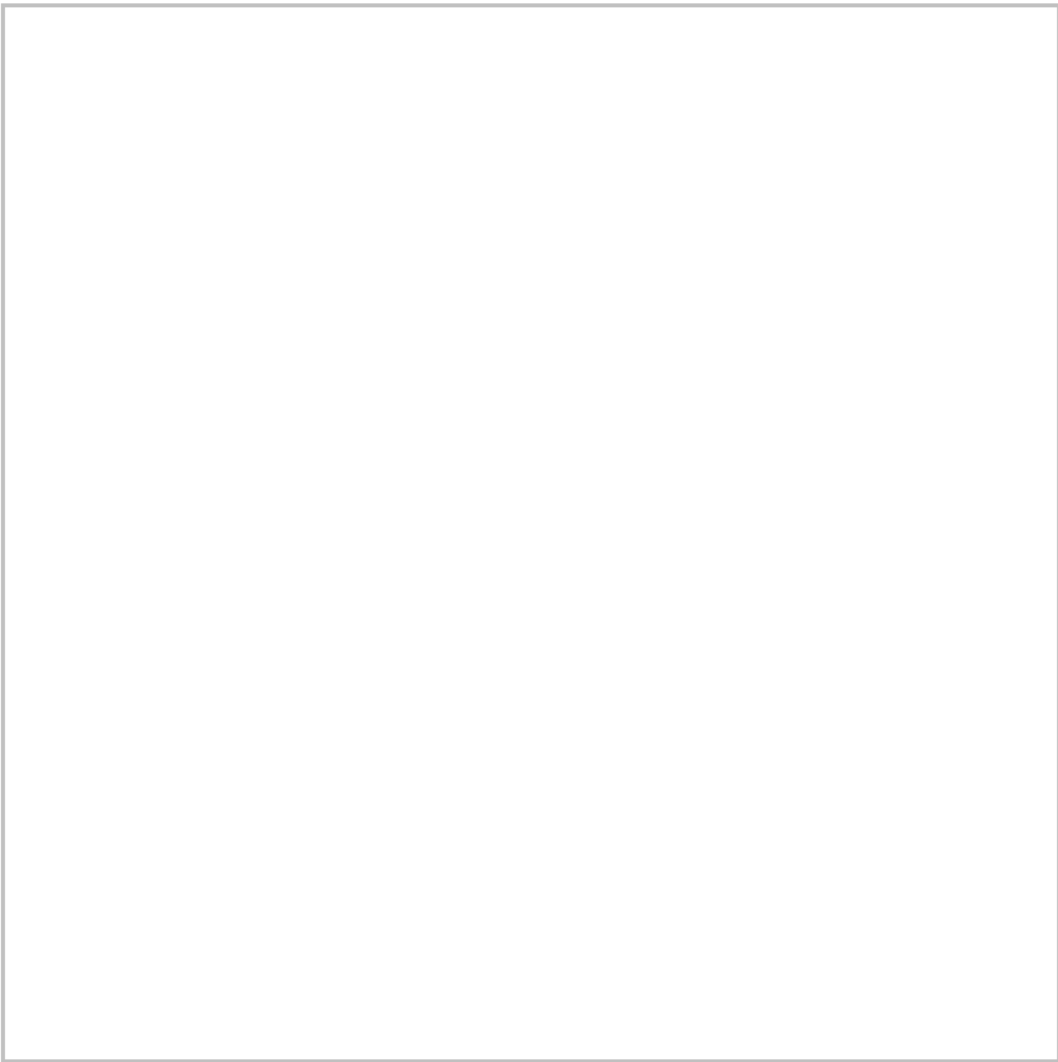
Learn, share and receive perspectives from lawyers, accountants and consultants to the industry.

Unable to read this email? [Click here](#) to view as a web page.



You're Invited: Manufacturing Symposium





You're Invited to Our Second Annual Manufacturing Symposium: Friday, September 28.

Join your fellow manufacturers to learn about key challenges and issues facing manufacturers in the Pacific Northwest and ways that your business can be successful during these changing times.

Topics include:

- **Manufacturing in the PNW: The Results Are In!**
(8:00 to 8:30 AM)

Hear what more than 100 executives at Pacific Northwest manufacturing companies had to say in our recent survey

EVENT HOSTS



EVENT SPONSORS

addressing an array of issues including top challenges, finances, growth, personnel and the competitive landscape. At the conclusion of the event, we will share with you the detailed results of our survey.

- **Is Oregon Business Friendly? (8:30 to 9:30 AM)**

The majority of executives responding to our survey were concerned that Oregon was not a business-friendly state. [Nik Blosser](#), Chief of Staff for Gov. Kate Brown will join us for a moderated discussion about Oregon's business climate and answer audience questions.

- **Taxes, Treaties & Tariffs: How to Succeed in an Ever-Changing Regulatory Environment (9:45 to 10:30 AM)**

The world is changing quickly. Aldrich CPA [Carrie Sowders](#) and Schwabe attorney [Jeff Patterson](#) will address the hot issue of the day. They will explain and decode the latest rules coming down the pike while offering tips for tax incentives and other ways to keep money in your company's pocket.

- **Workforce Panel (10:30 to 11:45 AM)**

By far the most cited challenge facing Pacific Northwest manufacturers in our survey is labor—finding, retaining and training employees. This session will explore innovative techniques to address these concerns.

Speakers include:

- [Bob Moore](#), President, Bob's Red Mill
- [Kim King](#), VP Human Resources & Organizational Development, Leupold & Stevens Inc.
- [Jean Roque](#), President and Founder, Trupp HR



WHEN

September 28, 2018

7:30 AM Registration, networking & breakfast

8:30 AM Program begins

11:45 AM Program ends



[Add to calendar](#)

WHERE

Embassy Suites by Hilton
Portland Downtown
319 SW Pine St.
Portland, OR 97204

INDUSTRY

[Manufacturing.](#)
[Distribution and Retail](#)

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[Tax](#)

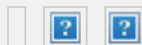
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		WHEN 28 September	
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From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Comms Team Updates
Date: Thursday, August 23, 2018 10:06:19 AM
Attachments: [Comms Team Portfolio 8-18.xlsx](#)

Attached.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 23, 2018 at 9:52 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Comms Team Updates

Hi Chris, will you please send me the current version as an Excel file? We need to add Pooja to my policy advisor list, and then I can drop the updated file in the drive so it's ready to go next time we distro.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Sunday, August 19, 2018 at 10:14 PM
To: GOV_DL_GOV <GOV_Dist@oregon.gov>
Subject: Comms Team Updates

Hi All,
Please find attached the updated portfolio assignments for the Communications Team.

Nikki Fisher is stepping in as Interim Press Secretary and Kourtney Linebaugh will be filling an Interim Deputy Press Secretary role. In addition to her duties as a press secretary, Nikki will still be managing the larger events that our office hosts with Governor Brown. Kourtney will be assisting on the other, more routine events Governor Brown attends while also continuing her work as part of the Governor's Natural Resources Office.

As events are added to the calendar, our team will determine who will be point for each event's logistics and communicate that to the other planning participants.

Thanks to Nikki and Kourtney for stepping in and keeping our operations running smoothly!

Best,
Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Governor Kate Brown's Communications Team

Chris Pair Communications Director 503-559-5938 chris.pair@oregon.gov	Kate Kondayen Press Secretary 503-689-0248 kate.kondayen@oregon.gov	Nikki Fisher Interim Press Secretary 503-689-2509 nikki.fisher@oregon.gov	Natalie King Media Strategist 503-559-6644 natalie.king@oregon.gov	Kourtney Linebaugh Interim Deputy Press Secretary 503-428-0854 kourtney.linebaugh@oregon.gov
On Background/Off the Record	On the Record	On the Record	Off the Record	Off the Record
PORTFOLIO	PORTFOLIO	PORTFOLIO	PORTFOLIO	PORTFOLIO
MESSAGE STRATEGY/MANAGEMENT	Education	Event Planning	Story Telling	Stakeholder Outreach
Federal Issues	Healthcare	Jobs/Economy/Labor	Originated Content Portal	Event Planning
Budget/PERS/ Revenue	Housing	Equity, Diversity and Inclusion	Social Media	
Ethics/transparency/public records requests	Human Services	Immigration	Website	
Information Technology	OLCC/Lottery	Military/Veterans	Video Production	
	Executive Appointments	Public Safety	Photo Archive Management	
	Judicial Appointments	Transportation	Special Projects	
		Climate and Energy/Natural Resources		
		Tribal Affairs		
	POLICY ADVISORS	POLICY ADVISORS		
	Lindsey Capps	Brendan Finn		
	Tina Edlund	Mike Harryman		
	James LaBar	Jason Lewis-Berry		
	Rosa Klein	Heidi Moawad		
	Mary Moller	Elana Pirtle-Guiney		
	Jeff Rhoades	Jason Miner/Amira Streeter/Kristin Sheeran		
	Misha Isaak	Nakeia Daniels		
		Sophorn Cheang		
		Eloisa Miller		

This sheet is intended as a quick reference for internal use in identifying first contact for communications services.

This is an internal communication and may be confidential. Portions of this document are advisory in nature and may be exempt from public disclosure pursuant to ORS 192.502(1).

From: BLOSSER Nik * GOV
To: KLEIN Rosa * GOV; LEWIS-BERRY Jason * GOV
Subject: FW: How Doctors Are Expanding Access To The Earned Income Tax Credit For Families With Kids
Date: Thursday, August 23, 2018 10:16:17 AM

FYI

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Date: Tuesday, August 21, 2018 at 2:07 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: How Doctors Are Expanding Access To The Earned Income Tax Credit For Families With Kids

<https://www.forbes.com/>

How Doctors Are Expanding Access To The Earned Income Tax Credit For Families With Kids

[Howard Gleckman](#)



Shutterstock

Here is the problem: Families with children are not fully benefiting from tax-based government safety net programs such as the [Earned Income Tax Credit \(EITC\)](#) and the [Child Tax Credit \(CTC\)](#). A major reason is that filing for the credits can be complicated and often requires expert assistance. For low-income families, [paid preparers can be costly](#) and sometimes provide less than optimal advice.

The IRS-certified [Volunteer Income Tax Assistance](#) program (VITA) is a great way for those families to get free tax prep help. But VITA programs are not well known and often hard to get to. Imagine someone who works two jobs, has two kids, and must take three buses to get to a VITA center that may be open for only a few hours each evening.

But what if you could get tax help at the same time you were taking your kids for a check-up at their pediatrician's office? Imagine one stop-shopping for services that are necessary if not much fun: A flu shot and a tax return.

It is one of those insights that has you asking why didn't someone think of this years ago. The people who did were two Boston-based pediatricians —[Dr. Lucy Marciel](#) and Dr. Michael Hole. They founded a program that turned into [StreetCred](#), which helped 1,700 households claim \$3.3 million in refundable credits through the 2016-2018 tax seasons.

Dr. Hole told me that the idea came from a patient who came to his office with a newborn and a toddler. She described the challenges she had filing her tax returns and Dr. Hole, trying to be helpful, sent her to a tax prep clinic that turned out to be across town. After two unsuccessful trips, she asked why she couldn't get her returns prepared at his office. And an idea was born.

StreetCred now provides enrollment assistance for programs such as SNAP (food stamps) and Head Start. It has expanded beyond Boston to cities in Connecticut, North Carolina, and Texas. It plans to help families set up savings accounts and apply for housing subsidies, child support, and health insurance. Kudos to Kate Griffin at the non-profit Prosperity Now for telling me about this initiative.

Many [studies link low incomes with poor health](#). [This can be especially true for children](#). The EITC and CTC are major sources of income support for those low- and moderate-income families.

The Earned Income Tax Credit is the largest social safety net program in the US, [distributing \\$65 billion in 2017](#) to 27 million low- and moderate-income households. But about [20 percent of households who are eligible do not file for the credits](#). And many of those who do, [as many as one-quarter, file for the wrong amount](#)—sometimes too much and sometimes too little.

The StreetCred docs use a couple of interesting behavioral tools to nudge patients to use these services. Clinic waiting rooms have posters that urge patients to ask their doctors how they can get more money. And the pediatricians write “prescriptions” for free tax filing services. Patients may not have their returns prepared during a routine office visit, but they often will come back to a site they know and trust.

StreetCred is in its early days, but it appears to be a good model for an important idea—linking medical care with income security that can improve health.

Sent from my iPad

From: [BLOSSER Nik * GOV](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: quick question
Date: Thursday, August 23, 2018 10:20:40 AM

SLDS data sharing agreement: what is status and when will it be finalized? And, shouldn't we mention something in terms of future plan on our use of SLDS?

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Comms Team Updates
Date: Thursday, August 23, 2018 10:21:01 AM

Updated and in drive here: https://drive.google.com/open?id=1PyNELO6kzIF97GPR_GL8H8EzstVw5M2Z

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 23, 2018 at 10:06 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Comms Team Updates

Attached.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 23, 2018 at 9:52 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Comms Team Updates

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Thanks to Nikki and Kourtney for stepping in and keeping our operations running smoothly!

Best,

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | **M:** 503.559.5938

From: [KONDAYEN Kate * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: voc rehab stories
Date: Thursday, August 23, 2018 10:26:22 AM

Hi Rosa,

Do you remember where you saw the good voc rehab stories that you mentioned to me? Was it via email or in a meeting? There are several ways the department shares them, and Christy is happy to move forward with getting someone on her staff to pitch, but wants to make sure she's got the right idea.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [BLOSSER Nik * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [ZEJDLIK Gina * GOV](#)
Subject: draft healthcare whitepaper
Date: Thursday, August 23, 2018 10:27:20 AM
Attachments: [Health Care whitepaper 8-23 Nikedits.docx](#)

Governor – Here is the complete draft of the healthcare whitepaper for your review. You can see a couple comments/questions that we are still looking into.

Thanks -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

Healthy Oregonians: Sustaining the Oregon Model of Health Care Coverage, Quality, and Cost Management

Vision and goals

Governor Brown's vision is that all Oregonians deserve world-class health outcomes regardless of who they are or where they live.

Oregon is a national model for health care reform. For nearly a decade, Oregonians have been involved in intense efforts to create a person-centered, coordinated, community-based health care system that focuses on improving health, improving health care quality, reducing costs, and eliminating health disparities. We have seen remarkable gains, but there is still more work to do. Under Governor Brown's leadership, 94% of all Oregonians and 100% of children now have access to high-quality health care coverage, and we intend to build on and extend that success. But coverage alone does not create health. Governor Brown's vision means that we must also improve the conditions in which Oregonians and their families are born, live, work, and grow older. A central goal is to ensure that as we work toward world-class outcomes we develop a shared vision of integrating health equity and racial justice in our charge to focus on social determinants of health. In so doing, we will continue to build thriving communities for all ages and abilities. The pathway to improved health includes increasing connections between health care and early learning, human services, social supports, as well as affordable housing and mobility options to address social factors that influence health. Our goal in Oregon is and always has been to create the conditions and incentives for Oregonians to be healthy and to live healthy lives.

A key strategy to achieving lower costs, better outcomes and better health is to reduce the siloes and fragmentation in health care. Physical health, mental health, substance treatment and recovery services and oral health services are too often delivered in separate, fragmented ways; by integrating these services, we can expand access to appropriate treatment at the right time and right place and maximize the opportunity to achieve better health outcomes.

The pathway to improved health includes having the same kind of access to mental health, substance treatment and recovery services as we have for physical health care. Every one of us has a friend, a loved one, or a neighbor who has experienced a mental health issue or substance use disorder. While we have made significant progress in Oregon in recent years and

have led the nation in innovation in some important ways, we have much work to do to ensure timely access to evidence-based mental health and substance use treatment and recovery systems.

The same is true for oral health services. Tooth decay is the leading chronic disease for children and teenagers, and tooth decay and other oral diseases have been associated with bad pregnancy outcomes, diabetes and other conditions.¹ Dental problems are also a leading cause of avoidable emergency department use. Oregon data show dental problems were the 2nd most common emergency department diagnosis for adults aged 20 to 39 in 2010.² By creating strategies to coordinate and connect oral health services with physical health services, we create effective opportunities to get individuals into timely care in the right setting, saving costs and improving outcomes.

Finally, a healthy population requires a 21st century public health system with the capacity and resiliency to provide foundational public health services across the state, such as communicable disease control and chronic disease prevention. Our public health system is essential to supporting healthy lives and should be focused on upstream prevention and protections of Oregon's population.

This is the important and natural next stage of health reform in Oregon

Background

When people have access to health care, communities are healthier. More people can work, go to school, and contribute in other ways to their local economy. Employers benefit from a healthier workforce, lower insurance costs, and less absenteeism. Fewer people turn to social services. In 2010, nearly 1 in 5 Oregonians lacked health insurance coverage. Oregon's lawmakers, stakeholders and advocates have worked for a decade to ensure that there are comprehensive health insurance options available for Oregonians and because of that work, today, 94 percent of all Oregonians have health coverage.

In addition, between Medicaid, the Public Employees' Benefit Board (PEBB) and the Oregon Educators' Benefit Board (OEBB), the state purchases health care coverage for approximately 1.2 million Oregonians. There are over 115,000 Oregonians who also purchase federally subsidized coverage through the state's Health Insurance Marketplace, which allows individuals to obtain affordable quality health insurance coverage. Each of these sources of coverage have been key to bringing Oregon's uninsured rate down from 17% in 2010 to 6% in 2017.

¹ Institute of Medicine, *Advancing Oral Health in America* (Washington, D.C.: National Academies Press, April 2011); and Institute of Medicine, *Improving Access to Oral Health Care for Vulnerable and Underserved Populations* (Washington, D.C.: National Academies Press, July 2011).

² Sun BC, et al. "Emergency department visits for non-traumatic dental problems: a mixed-methods study." *Am J Public Health* 2015; 105:947-955.

In 2017, Governor Brown further broadened coverage by signing into law “Cover All Kids”, which extended eligibility for medical assistance to all Oregon children residing in families with incomes up to 300% of the federal poverty level. The legislature also provided funding in the individual private health insurance market for assistance with premiums and out-of-pocket expenses for qualified citizens of the Compact of Free Association (COFA) Pacific Island nations who are residing in Oregon.

Although there is more work to do to improve affordability and sustainability, this expanded coverage has brought important benefits by dramatically improving access to care, improving the quality of care, and creating thousands of new jobs across Oregon. Medicaid coverage is an effective antipoverty program as well; in a 2017 study of various social programs’ impact on poverty, Medicaid accounted for a 3.8 percentage point reduction in the poverty rate, and it is particularly important for people of color. The study showed that Medicaid coverage reduced poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.³

In the next chapter of health care transformation and innovation, Governor Brown is prioritizing the need to improve the social conditions of communities across Oregon.

Medicaid and Coordinated Care Organizations (CCOs)

Oregon has a long history of bipartisan support to provide effective health insurance coverage for as many Oregonians as possible, improve quality, measure outcomes, and involve the community. In 2012, as part of a Medicaid 1115 waiver, Oregon received \$1.9 billion in additional federal funding over 5 years in exchange for a commitment to improve health care access and quality – as well as reduce increases in per capita health care spending – by focusing on population health, prevention, care coordination, and primary care.

Oregon has successfully met those commitments by creating Coordinated Care Organizations (CCOs), which were a new form of managed care organization defined by a new governance structure, global budgets, accountability, transparency, and flexible spending. They are based in the community and charged with coordinating the physical, mental, addiction and oral health services of low-income Oregonians served through the Oregon Health Plan. In 2012, contracts were awarded to 16 regional CCOs with the expectation that they would make improvements in care while also living within a fixed global budget that could grow by no more than 3.4 percent per capita per year.

If CCOs stay within their budget target, meet their quality goals, and provide the required Medicaid services, they have the flexibility to implement innovative quality improvement programs and invest in health-related services that align with their Community Health

³ 10.1377/hlthaff.2017.0331 Health Affairs, 36, No. 10 (2017): 1828–1837 ©2017 Project HOPE— The People-to-People Health Foundation, Inc. (Accessed 8/17/18).

Improvement Plan (e.g., housing supports, food security and community activities that support a healthy population). With flexible spending investments in community-based social services, CCOs have effectively redefined “physical health” to focus on a much broader definition of “community health”.

The state also set up an incentive pool to reward CCOs for meeting or exceeding targets on 17 quality measures, including:

- Cigarette smoking prevalence
- Colorectal cancer screening
- Childhood immunization status
- Controlling high blood pressure
- Controlling blood sugar in people with diabetes
- Application of dental sealants for children
- Depression screening and follow-up
- Prenatal and Postpartum care visits
- Developmental screening for children

Oregon’s health system transformation efforts were based on best practices nationally—focusing on patient-centered primary care and bringing together behavioral health, primary health care, and oral health care—and they have worked. Oregon’s Medicaid reforms and the CCO model have saved taxpayers an estimated \$2.2 billion between 2012 and 2017⁴, and CCOs are continuing to make progress on quality. The latest metrics report shows improvements in several areas including, but not limited to: dental sealants for children, adolescent well-care visits, effective contraceptive use, developmental screenings in the first three years of life, and in health assessments for children in foster care.⁵

An independent analysis of Oregon’s 2012-2017 Medicaid waiver supports these findings, showing that Oregon has spent less per Medicaid member than neighboring Washington, and that it has reduced emergency room visits and “low value” care⁶.

Today, almost 1 in 4 low-income Oregonians receive their health care through the Oregon Health Plan.

Current Landscape: Medicaid & The Oregon Health Plan

In September 2017, Governor Brown asked the Oregon Health Policy Board (OHPB) to provide recommendations to the Oregon Health Authority (OHA) for how the state and CCOs can

⁴ <https://www.oregon.gov/oha/OHPB/MtgDocs/January%2016%202018%20OHPB%20Retreat%20Board%20Packet.pdf>. See page 57. Accessed on 8-10-18.

⁵ <https://www.oregon.gov/oha/HPA/ANALYTICS-MTX/Documents/2017-CCO-Metrics-Report.pdf>. Accessed on 8-10-18.

⁶ Kushner, J., et al. “Evaluation of Oregon’s 2012-2017 Medicaid Waiver.” *OHSU Center for Health System Effectiveness*, 2017. www.oregon.gov/oha/HPA/ANALYTICS/Evaluation%20docs/Summative%20Medicaid%20Waiver%20Evaluation%20-%20Final%20Report.pdf.

further transform health care to continue improving health outcomes, increase value, and hold down costs. Specifically, the Governor asked for recommendations in the following areas:

- Focus on social determinants of health and equity
- Increase value and pay for performance
- Improve the behavioral health system
- Maintain a sustainable cost growth

OHPB established work groups to address each of the Governor's outlined priority areas, held 10 community meetings around the state with more than 500 attendees, established an online survey for broader public input and obtained input from more than 25 Medicaid and/or health-related committees over the course of the year. OHA has received input from an estimated 2,500 Oregonians. OHPB's recommendations are expected to be delivered to OHA in October 2018, in time to be included as appropriate in the CCO request for applications, expected to be issued in January 2019 for new five-year contracts effective January 1, 2020.

The next phase of Medicaid transformation in Oregon (CCO 2.0) will be in large part defined by the new CCO contracts.

Current Landscape: Oregon Health Insurance Marketplace

In 2018, more than 156,000 Oregonians signed up for private health insurance through the Oregon Health Insurance Marketplace. More than 115,000 Oregonians have qualified for federal tax credits that make health premiums more affordable for moderate-income individuals and families. On average, Oregonians who bought health coverage through the Marketplace and received subsidies for 2018 plans had their premiums reduced by \$410 per month.⁷

The Oregon Reinsurance Program, created during the 2017 legislative session, protects and stabilizes all insurance companies within the individual market, which insures around 200,000 Oregonians in every corner of the state. The positive effect of the Oregon Reinsurance Program provides relief for Oregonians and helps reverse some of the health insurance rate increases related to uncertainty caused by actions at the federal level. For 2018 and 2019 plan years, the program helped reduce individual market rates by approximately 6 percent thereby strengthening our health insurance markets and assuring access to affordable health coverage.⁸

Stable and strong insurance markets contribute significantly to Governor Brown's priorities of supporting Oregon's families and children's access to quality health care. Lower rates also have a positive economic impact for small businesses and a thriving statewide economy.

⁷ https://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/Marketplace-Products/2018_Open_Enrollment.html.

⁸ <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2832> and <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2170>.

Since 2017, federal actions designed to dismantle the Affordable Care Act continue to impose uncertainty and risk on Oregon's insurance markets. The repeal of the individual mandate coupled with new federal regulations designed to expand association health plans and short term, limited duration health insurance policies, fragment a healthy and robust ACA risk pool and indirectly raise health insurance premiums. In the absence of state action, these federal policy changes could lead to large premium increases and market destabilization. Oregon must continue to find solutions to stabilize our health insurance markets and ensure affordable access to health insurance coverage for all Oregonians.

Work done to date

- **Expanded access to health care coverage and access to care** to 94% of adults and 100% of children in Oregon.
 - By directing agencies to maintain coverage for children on the Children's Health Insurance Program (CHIP) in the face of Congressional inaction, the Governor provided stability to 80,000 Oregon children whose access to health care was threatened;
 - Passed "Cover All Kids" in 2017, ensuring that every child in Oregon has access to the health care they need to stay healthy, learn, and play;
 - Secured a Medicaid funding package to preserve coverage for a million Oregonians on the Oregon Health Plan. The package was later affirmed with strong support by the voters in a special election in January 2018; and,
 - Guaranteed access to reproductive health care by passing the Reproductive Health Equity Act (RHEA), which extends access to the full range of reproductive health services and post-partum care to people who can become pregnant, protects care for the people with private and employee sponsored health care through no cost sharing or copays and prohibits discrimination in the provision of reproductive health services.
- **Addressing addiction prevention, treatment and recovery.**
 - Created the Opioid Epidemic Task Force in 2017 as part of a statewide effort to combat opioid abuse and dependency. The Task Force consists of medical experts, drug treatment specialists, and government officials. Their mission is to identify and implement efforts to address the growing opioid misuse and abuse across the state. Among other things, the Task Force has prioritized reducing the number of narcotic pills in circulation, improving access to high quality treatment, facilitating data sharing and the promotion of cutting edge education efforts; and,

- Executive Order 18-01 declares substance abuse and addiction to be a public health crisis in Oregon and calls for the Alcohol and Drug Policy Commission (ADPC) to create a state plan around addiction, prevention, treatment, and recovery. Signed into law a related bill (HB 4137), requiring that the ADPC provide the legislature with recommendations for a strategic plan for addiction prevention and recovery.
- **Reducing health care disparities and expand focus on social determinants of health.** Signed into law HB 4018, which requires that CCOs spend a portion of their annual net income or reserves on services designed to address health disparities and the social determinants of health.
- **Protecting Oregonians from unreasonable health insurance rate increases.** Signed into law the Oregon Reinsurance Program in 2017 to stabilize the individual health insurance market.
- **Supporting Tribal health.** Governor Brown directed the Oregon Health Authority to work closely with Oregon's nine tribes to maximize a federal opportunity to claim 100% federal funding for health care services provided outside of tribal health facilities under specific care coordination agreements.
- **Reducing health care costs.**
 - Signed into law cost containment measures directly affecting the Public Employees' Benefit Board (PEBB) and Oregon Educators' Benefit Board (OEBB) including limiting annual premium increases and per member per month costs to no more than 3.4%;
 - Signed into law a prescription drug price transparency act (HB 4005) that creates transparency and accountability for rising drug costs. HB 4005 also created the Task Force on the Fair Pricing of Prescription Drugs; and
 - Eliminated "double-coverage" for PEBB and OEBB-covered employees who enroll as a member on an OEBB or PEBB plan when they are already enrolled as a dependent on another OEBB or PEBB plan.
- **Protecting people with Pre-Existing Conditions.** Governor Brown has continued to work with Governors of other Medicaid expansion states to lobby the federal government to maintain coverage for Oregonians with pre-existing conditions.

Plan to Sustain Health Transformation in Oregon

To continue Oregon's leadership in providing widespread, quality health insurance coverage at a reasonable cost, the Governor's plan is as follows:

- **Maintain access to health care and ensure coverage.**

- Work hand in hand with our health care partners to secure long-term, sustainable funding for the Oregon Health Plan (OHP), Oregon's Medicaid program in order to provide health care coverage for ~~100% of adults and 100% of kids~~ **and maintain coverage for 95% of adults**; optimize federal funds, ensure that program funding comes from a broad revenue base, and provide a longer and more stable funding timeline;
 - Continue to invest primary care infrastructure to build on gains made in initial years of transformation, including Patient-Centered Primary Care Homes (PCPCH), support for robust care teams and data infrastructure. Continued support for a primary care model that weaves together physical, behavioral and oral health ensures Oregon's providers can thrive as we move from paying for volume to paying for value in CCO 2.0;
 - Continue the Compact of Free Association (COFA) Premium Assistance Program, which provides premium assistance for low-income citizens of the Republic of Marshall Islands, the Federated State of Micronesia, and the Republic of Palau who have relocated to Oregon and who purchase health insurance coverage through Oregon's Health Insurance Marketplace⁹;
 - Ensure all Oregonians in all parts of the state have access to affordable, high quality health care coverage by using the state's purchasing power and continue to protect against unreasonable insurance rate increases;
 - Build upon our past success with the CCO model of care coordination, integration, and global budgets; and,
 - Support the development of capacity and diversity of our medical, behavioral and oral health workforce across the state.
- **CCO 2.0 – The Future of Coordinated Care:** Finalize the next round of coordinated care organization contracts to focus on strengthening connections to community-based services that address social determinants of health, reducing health disparities, and improving mental health and addictions services.
 - Address social determinants of health by spurring sustainable community innovation and flexible investments in OHP to ensure that low-income Oregonians have access to the supports and services that allow them to live long, healthy lives—by

Commented [TE1]: Should we state a goal of getting to 100%?

A: I don't think so. - Nik

⁹ The Compact of Free Association is an international agreement establishing and governing the relationships of free association between the United States and the three Pacific Island nations of the Federated States of Micronesia, the Marshall Islands, and Palau.

strengthening connections to public health, early and life-long learning, human services, long-term supports, services, quality jobs and affordable housing, thereby improving overall community health;

- Physical, behavior, and oral health providers cannot coordinate effectively without fundamental system changes in the health care delivery system. Create a long-term plan that “weaves” physical, behavioral, and oral health in a way that addresses payment and billing issues, referrals and creates effective communication capabilities between systems;
 - Identify, promote, and expand programs that integrate mental health, addiction health, and oral health into primary health care to further improve health outcomes and reduce long-term costs; and,
 - Increase accountability for equity by increasing efforts to collect consistent, reliable race and ethnicity data to identify health disparities early on.
- **Reduce long-term health care spending overall.** Continue strong cost controls to reduce cost growth below 3.4% in Medicaid, and by at least 2 percentage points below the market for PEBB and OEBB, to ensure that costs do not outpace economic growth.
 - Build on Oregon’s success of setting a cost growth target in public programs by creating an all-payer cost growth target based on the total cost of care to contain costs across the entire health system. Build on Oregon’s data and transparency efforts to identify opportunities to contain costs that are growing faster than the budgets of families, businesses, and state government;
 - Identify and curb cost drivers in the health care system that lead to unwarranted price variation or expenditure growth;
 - Expand the use of value-based payment tools that reward providers for better care and decrease costs across all payers, including Medicaid, PEBB, and OEBB and commercial insurance by reducing the use of low-value care and volume-based reimbursement;
 - Ensure responsible implementation of cost growth controls so that costs are reduced rather than merely shifted unnecessarily to other payers;
 - Promote quality of life improvements, health behaviors, and healthy workforce among state employees;
 - Through CCO contracts, ensure that CCOs invest savings in services that address social determinants of health, such as housing supports, transportation and food security;

- Contain prescription drug costs by paying for value, partnering with other states, and aligning how we pay across state health programs; further explore options to control prescription drug costs through collaboration with stakeholders including prescribers, CCOs and other payers, and technical experts; and,
- Strengthen CCO connections to public health, early learning, human services, long-term supports and services, and affordable housing.
- **Increase access to affordable health insurance for all Oregonians.** Maintain access to affordable health insurance coverage through the Oregon Reinsurance Program, which stabilizes rates and health insurance premiums for Oregonians. Preserve critical consumer protections for vulnerable Oregonians, including protections for people with pre-existing conditions. Take action as needed to protect access to affordable health insurance in Oregon's market and contain premium cost in the face of instability caused by federal policy changes and uncertainty.
- **Increase access to evidence-based mental health and addiction prevention, treatment and recovery services in OHP**
 - Invest in addiction and recovery treatment that focuses on a two-generation approach (parents and children);
 - Include clear contracting standards for accountability and transparency in the delivery of behavioral health services provided through CCOs as part of CCO 2.0;
 - Complete the behavioral health workforce needs assessment called for in Oregon's Behavioral Health Collaborative by February 2019, including licensed, unlicensed, certified, uncertified, and registered workforce;
 - Expand in-home intensive behavioral health services for children and youth with specialized needs;
 - Expand peer-delivered services and outpatient behavioral health services delivered through CCOs; assess barriers to effective use of peer-delivered services; establish clear standards for effective and appropriate use of peer delivered services as part of CCO 2.0;
 - Provide increased access to non-opioid alternative pain treatments;
 - Invest and expand School-Based Mental Health Services for youth from pre-K through 12.
- **Reduce risk factors for suicide for Oregon youth and adults** by implementing an Oregon Youth Suicide and Prevention Plan and an Adult State Suicide Prevention and Post-Prevention Plan.

Commented [MOU2]: Need to cost this out – Debbie/Tina are working on.

- **Modernize public health.** Ensure Oregon has a 21st Century public health system to handle 21st Century public health challenges.
 - Advance public health modernization efforts by strengthening clean drinking water protections, reducing communicable disease risks, increasing immunization rates, increasing prevention and helping communities address environmental health threats, such as wildfire, across the state;
 - Enhance state investment in public health community capabilities that includes prevention of communicable diseases, emergency preparedness and prevention services; and
 - Create enduring partnerships with tribal, health equity and, culturally specific partners to inform and lead the development of Community Health Improvement plans (CHIPs) and Community Health Assessments (CHA).
- **Increase capacity, retention, and diversity in Oregon’s health care workforce; emphasize cultural responsiveness and language accessibility.**
 - Require integration and utilization of Traditional Health Workers and health care interpreters within CCOs and primary care broadly to ensure enhanced delivery of care and improve outcomes;
 - Ensure that rural and frontier Oregonians have unique needs met by increasing accessibility through telehealth and supporting provider loan repayment and loan forgiveness programs; and,
 - Address provider burnout by improving the work life of health care providers, clinicians and other health care workers.
- **Provide good job opportunities to Oregonians.** Governor Brown launched Future Ready Oregon in 2018 to provide skill and job training to students and adults, helping to close the gap between the skills that Oregon’s workers have and the skills that Oregon’s growing businesses and rural communities need. Having a good, living-wage job influences health both directly and indirectly. There are myriad links between income and health: the ability to buy better houses in neighborhoods with places to walk and cycle; the ability to buy healthier food and to invest in educational opportunities—all improve health outcomes. Good jobs are formidable tools for narrowing health disparities and containing health care costs.¹⁰

¹⁰ The Urban Institute and the Virginia Commonwealth University’s Center on Society and Health, Income and Health Initiative: Brief Two, “Can Income-Related Policies Improve Population Health?”, April 2015, pp1-10.

- Increase career-connected learning opportunities in all schools and community colleges;
 - Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others);
 - Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas;
 - Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs;
 - Develop the core competencies needed across the health care industry for non-licensed, non-certified health care occupations and connect this training pathway to the broader health care career pathway, ensuring workers have on and off ramps as they continue to develop their skills; and,
 - Support the health workforce caring for our communities by increasing workforce development and licensing opportunities in rural and underserved areas.
- **Support healthy & thriving families.** Parents have the greatest impact on the lives of their children and want the best for their children. The Governor's Children's Cabinet is addressing the needs of families in rural, urban, and frontier Oregon to support parenting regardless of socio-economic circumstances. With a focus on families with children ages 0-5, the goal is to address education, health, human services and housing disparities early on to strengthen families in their communities and ensure that children have the best start in life.
 - Increase access to behavioral health services for children and families, particularly in rural Oregon;
 - Implement a universal home visiting for new parents to increase school readiness, improve health outcomes for children and families, improve family support system and connect families to community services;
 - Strengthen community partnerships for culturally and linguistically specific parenting supports and education;
 - Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships; and,
 - Families can't make good health care decisions if they don't have the ability to obtain or understand basic health information. Increase health literacy by improving communication with plain language; partner with educators to develop language; provide accurate, appropriate health information.

Contact: Tina Edlund, Health Policy Advisor, Office of Governor Kate Brown

Email: tina.edlund@oregon.gov

Phone: 971-209-0604

From: [CAPPS Lindsey D * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: Re: quick question
Date: Thursday, August 23, 2018 10:31:50 AM

Hi Nik,

The uniform data sharing agreement is complete, successfully through DOJ review and is in process of being circulated for signature.

I agree on your point about including a mention of SLDS. We have a paragraph in our earlier, joint-budget memo that I will insert that addresses data-driven decision-making and best practice. I think it'll work well.

Lindsey

Sent from my iPhone

On Aug 23, 2018, at 10:20 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

SLDS data sharing agreement: what is status and when will it be finalized? And, shouldn't we mention something in terms of future plan on our use of SLDS?

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [KLEIN Rosa * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: RE: voc rehab stories
Date: Thursday, August 23, 2018 10:41:03 AM

It was in a meeting with Kadie Ross in the Central Portland Office.

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
Pronouns: She/Her/Hers

From: KONDAYEN Kate * GOV
Sent: Thursday, August 23, 2018 10:26 AM
To: KLEIN Rosa * GOV <Rosa.KLEIN@oregon.gov>
Subject: voc rehab stories

Hi Rosa,

Do you remember where you saw the good voc rehab stories that you mentioned to me? Was it via email or in a meeting? There are several ways the department shares them, and Christy is happy to move forward with getting someone on her staff to pitch, but wants to make sure she's got the right idea.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [CALDERON Miriam - ELD](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: FW: Phase In of Positions
Date: Thursday, August 23, 2018 10:50:58 AM

From: CRAGER Rick - ODE
Sent: Thursday, August 23, 2018 9:42 AM
To: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>; TATE Ben - ELD <Ben.Tate@ode.state.or.us>
Cc: FREDERICK Becky - ODE <becky.frederick@ode.state.or.us>
Subject: Phase In of Positions

Miriam and Ben. I know Becky has talked to you about this, but we need phase in plans for your 25 position ASAP. This is the only way that we can establish pricing and FTE. We will not get anywhere through CFO and DAS without a phase in plan. They will not just give us a blanket limitation approval and just have us hire at our own pace. They will want to squeeze the FTE to the most realistic number as possible. It doesn't matter to them on the funding type.

I need Becky to have this before noon so we can get this request to a point of completion. Without that, I cannot move it forward. Thanks.

Rick



Rick Crager
Assistant Superintendent of Finance and Administration
Office of Finance and Administration
Ph: 503-947-5658 | Cell: 503-480-5531
rick.crager@state.or.us | www.oregon.gov/ode

From: [PAIR Chris * GOV](#)
To: [MCCOLAUGH Annie * GOV](#); [MOAWAD Heidi * GOV](#); [FISHER Nikki * GOV](#); [ZEJDLIK Gina * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: Use of Federal Funds to Purchase Firearms for Educators
Date: Thursday, August 23, 2018 10:52:00 AM

Edits below. Hold on sending for now. I'll send a note giving the go soon.

95 percent of elementary teachers spend their personal money on classroom supplies. Meanwhile, the Trump administration thinks teachers need funding for guns. This is out of touch and not a solution. It is just another irresponsible ~~and absurd~~ strategy from their administration.

From: MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>
Date: Thursday, August 23, 2018 at 10:48 AM
To: MOAWAD Heidi * GOV <Heidi.MOAWAD@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Use of Federal Funds to Purchase Firearms for Educators

Good w/ me.

Annie McColaugh
Director, Washington DC Office
Oregon Governor Kate Brown
P: (202) 508-3847 | C: (503) 508-7124
444 N Capitol St NW, Ste 134; Washington, DC 20001

From: MOAWAD Heidi * GOV
Sent: Thursday, August 23, 2018 1:42 PM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>; MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>; ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Use of Federal Funds to Purchase Firearms for Educators

Thumbs up from me

heidi moawad

Office of **Governor Kate Brown**
Public Safety Policy Advisor
mail: 900 Court Street Suite 254, Salem 97301
office: Somerville Building, 775 Court Street

ASSISTANT / SCHEDULING:
Kristina Rice-Whitlow
Kristina.Rice-Whitlow@oregon.gov

(503) 378 - 6829

From: FISHER Nikki * GOV

Sent: Thursday, August 23, 2018 10:42 AM

To: MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>; MOAWAD Heidi * GOV <Heidi.MOAWAD@oregon.gov>; ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: FW: Use of Federal Funds to Purchase Firearms for Educators

Draft tweet below:

95 percent of elementary teachers spend their personal money on classroom supplies. Meanwhile, the Trump administration thinks teachers need funding for guns. This is out of touch and not a solution. It is just another irresponsible and absurd strategy from their administration.

<https://www.nytimes.com/2018/08/22/us/politics/betsy-devos-guns.html>

--

Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>

Date: Thursday, August 23, 2018 at 8:52 AM

To: MOAWAD Heidi * GOV <Heidi.MOAWAD@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Subject: Use of Federal Funds to Purchase Firearms for Educators

Just FYI. There's been some chatter among the Dem Gov DC staff about this: <https://www.nytimes.com/2018/08/22/us/politics/betsy-devos-guns.html>

Annie McColaugh
Director, Washington DC Office
Oregon Governor Kate Brown
P: [\(202\) 508-3847](tel:(202)508-3847) | C: [\(503\) 508-7124](tel:(503)508-7124)
[444 N Capitol St NW, Ste 134](#); Washington, DC 20001

Begin forwarded message:

From: "Mehta, Kirtan" <Kirtan.Mehta@nj.gov>

Date: August 23, 2018 at 11:37:47 AM EDT

To: "'demstatescaucus@googlegroups.com'" <demstatescaucus@googlegroups.com>

Subject: Fwd: Statements from Governor Murphy and New Jersey Department of Education Commissioner Dr. Lamont Repollet on the Use of Federal Funds to Purchase Firearms for Educators

FYI

Kirtan Mehta
Governor Phil Murphy (NJ)
609.414.5856

From: GovNews <GovNews@nj.gov>

Sent: Thursday, August 23, 2018 11:36:01 AM

To: Mehta, Kirtan

Subject: Statements from Governor Murphy and New Jersey Department of Education Commissioner Dr. Lamont Repollet on the Use of Federal Funds to Purchase Firearms for Educators

For Immediate Release:

August 23, 2018

Contact: Governor's Press Office

(609) 777- 2600

Image removed by sender. State of New Jersey



Statements from Governor Murphy and New Jersey Department of Education Commissioner Dr. Lamont Repollet on the Use of Federal Funds to Purchase Firearms for Educators

“Arming our teachers is illogical and dangerous,” **said Governor Phil Murphy**. “When I signed legislation to enact common-sense gun laws in our state, my goal was to protect children and families and keep guns out of our classrooms. We know what happens when a gun enters a classroom. The result is almost always tragic and devastating. Fewer guns means fewer gun deaths. New Jersey will not participate in this dangerous and misguided program and I encourage the president to instead use our resources to better provide all of our children with the educational and innovative learning programs they deserve; not turn our classrooms into a warzone.”

"The classroom is a place of learning," said **Education Commissioner Dr. Repollet**. "It is an environment where teachers should teach and children should be focused on learning. It is no place for a weapon. I am appalled by the actions of the Trump Administration to take away money from programs that could help our children succeed and help schools develop better, innovative learning programs. The New Jersey Department of Education opposes this decision and we will not allow the federal government to prioritize the agenda of the National Rifle Association (NRA) over our kids."

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[Trenton, NJ | 08608-1101 US](#)

[This email was sent to kirtan.mehta@nj.gov.](#)
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From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: AG opinion on medical marijuana grow site addresses
Date: Thursday, August 23, 2018 11:14:24 AM

FYI

From: Modie Jonathan N <jonathan.n.modie@state.or.us>
Date: Thursday, August 23, 2018 at 11:08 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, RHOADES Jeffrey * GOV <Jeffrey.RHOADES@oregon.gov>
Cc: JAGGER Dawn <Dawn.Jagger@state.or.us>, COWIE ROBB <robb.cowie@state.or.us>
Subject: RE: AG opinion on medical marijuana grow site addresses

None so far.

Jonathan

From: KONDAYEN Kate * GOV [<mailto:Kate.KONDAYEN@oregon.gov>]
Sent: Thursday, August 23, 2018 9:49 AM
To: Modie Jonathan N <JONATHAN.N.MODIE@dhsosha.state.or.us>; RHOADES Jeffrey * GOV <Jeffrey.RHOADES@oregon.gov>
Cc: JAGGER Dawn <Dawn.Jagger@state.or.us>; Cowie Robb <ROBB.COWIE@dhsosha.state.or.us>
Subject: Re: AG opinion on medical marijuana grow site addresses

Thanks, Jonathan. Have you gotten any inquiries so far?

From: Modie Jonathan N <jonathan.n.modie@state.or.us>
Date: Wednesday, August 22, 2018 at 2:33 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, RHOADES Jeffrey * GOV <Jeffrey.RHOADES@oregon.gov>
Cc: JAGGER Dawn <Dawn.Jagger@state.or.us>, COWIE ROBB <robb.cowie@state.or.us>
Subject: AG opinion on medical marijuana grow site addresses

Kate, Jeff,

I wanted to share with you the [reactive](#) statement we will share with reporters if asked for a response to the DOJ opinion regarding sharing medical marijuana grow site addresses. This has been vetted here at OHA:

Protecting the confidentiality of Oregon medical marijuana patients, caregivers and growers according to state law has always been a priority for the Oregon Health Authority. As OHA Director Patrick Allen stated in his April 19, 2018, letter to Deschutes County District Attorney John Hummel and Sheriff Shane Nelson, OHA wants to be a partner to local law enforcement

by assisting with verification of lawfully registered medical marijuana grow sites so that they can fulfill their responsibility to prevent the illegal diversion of marijuana and keep their communities safe. But we can only assist with the verification of lawfully registered medical marijuana grow sites within the authority we have been granted by the Legislature. The DOJ's Aug. 21 legal opinion, which OHA requested to allow for additional review of our interpretation of statutory confidentiality provisions, affirms that the Oregon Medical Marijuana Program (OMMP) has been in compliance with the confidentiality and grow site verification provisions in the Oregon Medical Marijuana Act. This includes verifying specific addresses for law enforcement through the 24/7 LEDS system or through phone calls to the law enforcement line at the Oregon Medical Marijuana Program.

Let me know if you have any questions.

Jonathan

Jonathan Modie

Lead Communications Officer

OREGON HEALTH AUTHORITY

External Relations Division (Public Health)

PHD.Communications@state.or.us

Desk: 971-673-1102

Cell: 971-246-9139

<http://public.health.oregon.gov/>

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: OSBA Documentary Interview
Date: Thursday, August 23, 2018 11:34:10 AM

I didn't call this producer last week, and she's followed up today. See below.

From: Srushti Kamat <srushti.kamat@bluechalk.com>
Date: Thursday, August 23, 2018 at 10:14 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: OSBA Documentary Interview

Hi Kate,

Hope you've been well! I wanted to follow up about an interview with Governor Brown. This past week, we did an on-camera interview with Knute Buehler and were hoping the governor would also be a part of this documentary and provide us with her stance on revenue reform and public education funding.

Any thoughts on finding some time to do a sit-down interview with her soon?

Best,
Srushti
—

Producer
Blue Chalk Media
cell: 301.283.8526
bluechalk.com



On Aug 2, 2018, at 10:13 AM, Srushti Kamat <srushti.kamat@bluechalk.com> wrote:

Hi Kate,

Sorry for taking a bit to get back to you. Here are the questions:

1. You've said good education is crucial for developing an effective workforce -
What are your priorities within education?
2. As Governor, where do you see Oregon's schools and education heading?
3. What would you like your legacy to be?
4. Why will your plan work if reelected?
5. How crucial is revenue reform in the conversation on public schools?

6. Why does having more funding for public schools matter? Why is education a priority? Why should people care?
7. What are the barriers to the process and why haven't we been successful so far?
8. What is your stance on cost containment? *If she's willing to mention healthcare/PERS

Reiteration Questions:

1. Why do schools matter? Why does education matter?

Let me know if I can clarify anything and I look forward to hearing back!

Thanks,
Srushti

On Aug 1, 2018, at 12:17 PM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

Thanks Srushti! Could you please send along the question list when you get a moment?

Best,
Kate

From: Srushti Kamat <srushti.kamat@bluechalk.com>

Date: Friday, July 27, 2018 at 12:59 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: OSBA Documentary Interview

Hi Kate,

Sorry it's taken me a while to get back to you on OSBA's distribution plan. Here's a quick paragraph on what they're planning to do with it:

As far as distribution, the video will be shown at OSBA's annual convention in November, which is attended by about 800 educational leaders statewide. Every school board in the state will be asked to show the video at one of their meetings, as well as gatherings of their civic groups. They will be circulating it through the legislative team to the Student Success committee members and other legislators. They will also be distributing it through social media and promote through our daily news service, which reaches about 4,000 people and soliciting news coverage from traditional media as well.

Hope this helps and do let me know if you have any other questions!

Best,
Srushti

On Jul 25, 2018, at 11:38 AM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

Thanks!

From: Srushti Kamat <srushti.kamat@bluechalk.com>
Date: Wednesday, July 25, 2018 at 11:34 AM
To: KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov>
Subject: Re: OSBA Documentary Interview

Great! I will call 503.689.0248 at 2:30pm

Thanks,
Srushti

—
Blue Chalk Media
3150 NW 31st Ave., Portland, OR 97210
srushti.kamat@bluechalk.com
cell: 301.283.8526
bluechalk.com

Follow us on social media:
Facebook, Twitter, Instagram, Google+, LinkedIn, Vimeo

*Winner of "Best Philanthropic/Human Rights Campaign" at the 2017
Synopsis Social Good Awards for "A Chance to See Again," created
for SEE International.

<image001.jpg>

On Jul 25, 2018, at 11:30 AM, KONDAYEN Kate
* GOV <Kate.KONDAYEN@oregon.gov> wrote:

2:30. Please call at the mobile number below?
Thanks!

From: Srushti Kamat
<srushti.kamat@bluechalk.com>
Date: Wednesday, July 25, 2018 at 9:43 AM
To: KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov>

Subject: Re: OSBA Documentary Interview

Hi Kate,

Thanks for your email! I am available at any time today - What would work best for you?

Best,
Srushti

On Jul 25, 2018, at 9:29 AM,
KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov>
wrote:

Hi Srushti,

Lisa Morawski let me know about the project you are working on. I'd love to get more info. When is a good time to talk?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: Srushti Kamat
<srushti.kamat@bluechalk.com>
Date: Thursday, June 28, 2018
at 12:54 PM
To: "lisa.morawski@state.or.us"
<lisa.morawski@state.or.us>
Subject: OSBA Documentary
Interview

Dear Lisa,

My name is Srushti Kamat and I'm a producer at Blue Chalk Media - We're working with the Oregon School Boards Association to develop a film about revenue reform and public education and have been traveling the state with legislators on the Committee for Student Success.

I was wondering if you might be able to put me in touch with Kate Kodayen to discuss arranging an interview with Governor Kate Brown? Or if you'd prefer, I'd be happy to hop on the phone and provide more background on the project.

Looking forward,
Srushti

—

Blue Chalk Media
3150 NW 31st Ave., Portland, OR 97210
srushti.kamat@bluechalk.com
cell: 301.283.8526
bluechalk.com

Follow us on social media:
Facebook, Twitter, Instagram, Google+, LinkedIn, Vimeo

*Winner of "Best Philanthropic/Human Rights Campaign" at the 2017 Cynopsis Social Good Awards for "A Chance to See Again," created for SEE International.

<image001.jpg>

From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#); [TATE Ben - ELD](#)
Cc: [CALDERON Miriam - ELD](#)
Subject: Re: PIO Position Description
Date: Thursday, August 23, 2018 11:42:00 AM

Thanks, Ben, and sorry for delayed response I was out of office until yesterday. This looks good to me with Lisa's edits. I look forward to meeting candidates and working with you all to find the right fit and seamless coverage.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Friday, August 17, 2018 at 4:18 PM
To: TATE Ben - ELD <ben.tate@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: RE: PIO Position Description

Thanks for sharing with us! This looks good. I made a few edits to the intro, and I couldn't figure out how to turn on tracked changes in the document, so I attached them. Looking forward to the recruitment!

Also, I spoke with Lindsey today and he may contact you when he gets back next week about ensuring there is continuous press coverage during this transition.

Lisa

From: TATE Ben - ELD
Sent: Friday, August 17, 2018 10:38 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>
Cc: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>
Subject: PIO Position Description

Lisa/Kate,

Miriam asked me to forward this to you to see if you had any suggested edits. This is the PD we drafted for an ELD PIO that was submitted as part of our 19-21 POP's. We have some GF funding

now to advertise the position as an LD and get someone on board (in anticipation that we get the permanent position in session).

If you have any suggested edits let me know. Otherwise we will move forward with recruiting for the position.

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ben.tate@state.or.us

fb.me/OREarlyLearning

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: PIO Position Description
Date: Thursday, August 23, 2018 11:42:25 AM
Attachments: [ELD PIO intro.docx](#)

FYI. I seconded Lisa's edits but didn't make any additions.

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Friday, August 17, 2018 at 4:18 PM
To: TATE Ben - ELD <ben.tate@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: RE: PIO Position Description

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To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>
Cc: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>
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Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ben.tate@state.or.us

fb.me/OREarlyLearning

The purpose of this job/position is to educate the public about the activities, policies, and actions of the Early Learning Division. The Communications Director is the initial ~~press, radio, television, book, and film industry~~media contact for the division and regularly serves as spokesperson for the division on sensitive, complicated, and emotionally volatile public issues (child care center incidents and enforcement actions, legislation, division policies, Early Learning Division programs, ~~provider demographics~~, ELD budget, staff, etc.). This position participates in determining, carrying out, and communicating agency goals and objectives in support of the agency's strategic plan and its strategic initiatives while effectively using resources. This position initiates, plans, proposes, implements, and monitors the major external communications strategies of the division in order to educate targeted key audiences (parents and families, legislature, news, media, opinion leaders, stakeholders, other agencies, and the public) and encourage sound public policy.

This position also works to create, edit, and/or direct content, production, and dissemination of a variety of materials, including informational brochures, ~~Internet~~websites, emails, news releases, and ~~department-wide~~ videos. The communications director is responsible for the agency's corporate image branding portrayed in collateral print and electronic communications.

From: [KONDAYEN Kate * GOV](#)
To: [HUTCHINGS Laura * GOV](#); [PAIR Chris * GOV](#)
Cc: [KING Natalie * GOV](#)
Subject: Re: Tillamook Bay Community College - Banned Books Week Virtual Read-Out
Date: Thursday, August 23, 2018 11:50:14 AM

I lean towards no but welcome others' opinions. Adding Natalie in too.

From: HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>
Date: Thursday, August 23, 2018 at 11:47 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Tillamook Bay Community College - Banned Books Week Virtual Read-Out

Please see below...any interest in participating?

Laura Hutchings

Assistant Scheduler to the Governor
Executive Assistant to Deputy Chief of Staff Gina Zejdlik
Office of Governor Kate Brown

900 Court Street NE, Salem, OR 97301 | phone: 503-378-6645 | laura.hutchings@oregon.gov

From: Lisa Taylor [mailto:lisataylor@tillamookbaycc.edu]
Sent: Monday, August 20, 2018 12:56 PM
To: HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>
Subject: Tillamook Bay Community College - Banned Books Week Virtual Read-Out

Ms. Hutchings –

Author Laurie Halse Anderson once proclaimed that, “censorship is the child of fear and the father of ignorance.” This coming fall will mark the 36th year of Banned Books Week celebrations to ensure freedom from censorship and the right to read. During the week of September 23rd-29th, libraries, authors, readers, and organizations around the world will highlight the importance of free and open access to information.

This year the Tillamook Bay Community College Library will be celebrating Banned Books Week with a virtual read-out. A virtual read-out is an opportunity for students, faculty, staff, and members of our community to share the personal impact unrestricted reading has had on their lives through a short, digital clip that will then be shared through Tillamook Bay Community College social media. We would love to have the Governor's participation in this event!

We are asking for digital clips under 2 minutes in length, featuring yourself sharing:

- the name of a favorite book that has been banned or challenged,

- what that book means to you,
- and how you would feel if you were prevented from reading it.

These clips can be recorded on your own and e-mailed to the library at library@tillamookbaycc.edu, recorded by library staff at your place of business or office, or recorded by library staff at a location on campus by Monday, September 17, 2018.

Attached you will find a list featuring a small portion of titles that have been banned or challenged to help illustrate the breadth of qualifying titles. Feel free to submit a clip discussing a title not included on this list, but that has been banned or challenged. The American Library Association features a comprehensive resource: <http://www.ala.org/advocacy/bbooks/frequentlychallengedbooks>.

Please contact us at library@tillamookbaycc.edu or 503-842-8222 ext. 1720 if you are interested in participating or have any questions.

Lisa Sanchez

Library Assistant

[Tillamook Bay Community College](http://www.tillamookbaycc.edu)

503-842-8222 ext. 1720

“Without libraries, what have we? We have no past and no future.” – Ray Bradbury

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: OSBA Documentary Interview
Date: Thursday, August 23, 2018 11:51:08 AM

Will circle on this with you tomorrow.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 23, 2018, at 11:34 AM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

I didn't call this producer last week, and she's followed up today. See below.

From: Srushti Kamat <srushti.kamat@bluechalk.com>
Date: Thursday, August 23, 2018 at 10:14 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: OSBA Documentary Interview

Hi Kate,

Hope you've been well! I wanted to follow up about an interview with Governor Brown. This past week, we did an on-camera interview with Knute Buehler and were hoping the governor would also be a part of this documentary and provide us with her stance on revenue reform and public education funding.

Any thoughts on finding some time to do a sit-down interview with her soon?

Best,
Srushti

—

Producer
Blue Chalk Media
cell: 301.283.8526
bluechalk.com

<image001.jpg>

On Aug 2, 2018, at 10:13 AM, Srushti Kamat
<srushti.kamat@bluechalk.com> wrote:

Hi Kate,

Sorry for taking a bit to get back to you. Here are the questions:

1. You've said good education is crucial for developing an effective workforce - What are your priorities within education?
2. As Governor, where do you see Oregon's schools and education heading?
3. What would you like your legacy to be?
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8. What is your stance on cost containment? *If she's willing to mention healthcare/PERS

Reiteration Questions:

1. Why do schools matter? Why does education matter?

Let me know if I can clarify anything and I look forward to hearing back!

Thanks,
Srushti

On Aug 1, 2018, at 12:17 PM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

Thanks Srushti! Could you please send along the question list when you get a moment?

Best,
Kate

From: Srushti Kamat <srushti.kamat@bluechalk.com>
Date: Friday, July 27, 2018 at 12:59 PM
To: KONDAYEN Kate * GOV
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Subject: Re: OSBA Documentary Interview

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convention in November, which is attended by about 800 educational leaders statewide. Every school board in the state will be asked to show the video at one of their meetings, as well as gatherings of their civic groups. They will be circulating it through the legislative team to the Student Success committee members and other legislators. They will also be distributing it through social media and promote through our daily news service, which reaches about 4,000 people and soliciting news coverage from traditional media as well.

Hope this helps and do let me know if you have any other questions!

Best,
Srushti

On Jul 25, 2018, at 11:38 AM, KONDAYEN Kate
* GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks!

From: Srushti Kamat
<srushti.kamat@bluechalk.com>
Date: Wednesday, July 25, 2018 at 11:34 AM
To: KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov>
Subject: Re: OSBA Documentary Interview

Great! I will call 503.689.0248 at 2:30pm

Thanks,
Srushti

—

Blue Chalk Media
3150 NW 31st Ave., Portland, OR 97210
srushti.kamat@bluechalk.com
cell: 301.283.8526
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*Winner of "Best Philanthropic/Human Rights Campaign" at the 2017 Cynopsis Social Good Awards for "A Chance to See Again," created for

SEE International.

<image001.jpg>

On Jul 25, 2018, at 11:30 AM,
KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov>
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2:30. Please call at the mobile
number below? Thanks!

From: Srushti Kamat
<srushti.kamat@bluechalk.com>
Date: Wednesday, July 25, 2018
at 9:43 AM
To: KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov>
Subject: Re: OSBA Documentary
Interview

Hi Kate,

Thanks for your email! I am
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would work best for you?

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On Jul 25, 2018, at
9:29 AM, KONDAYEN
Kate * GOV
<Kate.KONDAYEN@oregon.gov>
wrote:

Hi Srushti,

Lisa Morawski let me
know about the
project you are
working on. I'd love
to get more info.
When is a good time
to talk?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor
Kate Brown
O: 503.378.6496 | **M:**
503.689.0248

From: Srushti
Kamat
<srushti.kamat@bluechalk.com>
Date: Thursday,
June 28, 2018 at
12:54 PM
To: "lisa.morawski@state.or.us"
<lisa.morawski@state.or.us>
Subject: OSBA
Documentary
Interview

Dear Lisa,

My name is Srushti
Kamat and I'm a
producer at Blue
Chalk Media - We're
working with the
Oregon School
Boards Association
to develop a film
about revenue
reform and public
education and have
been traveling the

state with legislators
on the Committee
for Student Success.

I was wondering if
you might be able to
put me in touch with
Kate Kodayen to
discuss arranging an
interview with
Governor Kate
Brown? Or if you'd
prefer, I'd be happy
to hop on the phone
and provide more
background on the
project.

Looking forward,
Srushti

—

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srushti.kamat@bluechalk.com
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<image001.jpg>

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [HUTCHINGS Laura * GOV](#); [KING Natalie * GOV](#)
Subject: Re: Tillamook Bay Community College - Banned Books Week Virtual Read-Out
Date: Thursday, August 23, 2018 11:53:56 AM

Agree. No need to participate.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 23, 2018, at 11:50 AM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

I lean towards no but welcome others' opinions. Adding Natalie in too.

From: HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>
Date: Thursday, August 23, 2018 at 11:47 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Tillamook Bay Community College - Banned Books Week Virtual Read-Out

Please see below...any interest in participating?

Laura Hutchings

Assistant Scheduler to the Governor
Executive Assistant to Deputy Chief of Staff Gina Zejdlik
Office of Governor Kate Brown

900 Court Street NE, Salem, OR 97301 | phone: 503-378-6645 | laura.hutchings@oregon.gov

From: Lisa Taylor [<mailto:lisataylor@tillamookbaycc.edu>]
Sent: Monday, August 20, 2018 12:56 PM
To: HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>
Subject: Tillamook Bay Community College - Banned Books Week Virtual Read-Out

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Lisa Sanchez

Library Assistant

[Tillamook Bay Community College](http://www.tillamookbaycc.edu)

503-842-8222 ext. 1720

“Without libraries, what have we? We have no past and no future.” – Ray Bradbury

From: [PAIR Chris * GOV](#)
To: [Dick Hughes, Hughesisms LLC](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: ODVA question from Hughes
Date: Thursday, August 23, 2018 11:57:52 AM

Can confirm the SJ's story. No release yet. Will probably send later today.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 23, 2018, at 11:56 AM, Dick Hughes, Hughesisms LLC
<thehughesisms@gmail.com> wrote:

I read in the SJ that Gov. Brown has appointed a new director of Veterans' Affairs.

Has there been a press release about that? (I didn't see one, and didn't see anything in the Governor's Office or ODVA websites for media releases.) If there has been a press release, I apologize for missing it and kindly ask that you forward it to me. If not, can you confirm the appointment, as reported in the SJ?

Appreciatively,
Dick

Dick Hughes
Hughesisms LLC — "Telling stories with passion, power and precision"
TheHughesisms@Gmail.com
503.559.3019
[Facebook.com/Hughesisms](https://www.facebook.com/Hughesisms)

From: [KLEIN Rosa * GOV](#)
To: [THEODOROU LAURIE L](#)
Cc: [KLEIN Rosa * GOV](#)
Subject: Re: PCIT + PMTO: e-Introduction
Date: Thursday, August 23, 2018 12:02:18 PM

Super! I'm copying my assistant Katherine Bartlett to send some available times. Looking forward to learning more!

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, [503-378-8472](tel:503-378-8472)
Rosa.klein@oregon.gov
Pronouns: she/her/hers

On Aug 23, 2018, at 9:30 AM, Theodorou Laurie L <laurie.l.theodorou@state.or.us> wrote:

Hi Rosa,
It is a pleasure to meet you and I would be more than happy to talk with you about PCIT and PMTO. When would you be available? Thursday August 30th I could be available almost anytime you are. If that won't work, please suggest another time/day.
Laurie

Laurie Theodorou, LCSW
Early Childhood Mental Health Policy Specialist
OREGON HEALTH AUTHORITY
Desk: (503)947-5525
Fax: (503)947-5043

From: Holcomb Chelsea
Sent: Thursday, August 23, 2018 6:57 AM
To: Theodorou Laurie L <LAURIE.L.THEODOROU@dhsosha.state.or.us>; KLEIN Rosa * GOV <Rosa.KLEIN@state.or.us>
Subject: PCIT + PMTO: e-Introduction

Good morning Laurie,

I was meeting with Rosa Klein from the Governor's office recently and we were talking about Family First Prevention Act, EBPs and the implementation plan in Oregon. She would like to know more about PCIT and PMTO and talk with you more about those models. I told her to get ready for amazing information and to be clear with you what would be helpful. As you know we are recommending these models in several areas – so it would be helpful for Rosa to know more about what OHA already has set up

through and invested in and what we are recommending. Please find a time to connect with Rosa's schedule.

Gratitude to you both,

Chelsea

Chelsea Holcomb, LCSW

Child, Adolescent and Family Behavioral Health Services Manager

OREGON HEALTH AUTHORITY

Health Systems Division

Child, Adolescent & Family Behavioral Health Services

e: chelsea.holcomb@state.or.us

c: 971-719-0265

o: 503-945-5778

w: <http://www.oregon.gov/OHA>

<image001.jpg>

CONFIDENTIALITY NOTICE

This email may contain information that is privileged, confidential, or otherwise exempt from disclosure under applicable law. If you are not the addressee or it appears from the context or otherwise that you have received this email in error, please advise me immediately by reply email, keep the contents confidential, and immediately delete the message and any attachments from your system.

"It's so important to cultivate an attitude that allows you to maintain hope. Hope can make a great difference to how you respond to problems and difficulties. The most fundamental aspiration of all human beings is to seek happiness, to overcome suffering. You may go to bed at night confronted by many problems in your life, but It's hope that motivates you to get out of bed and carry on with your life next morning" –
Dalai Lama

From: [CALDERON Miriam - ELD](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#); [TATE Ben - ELD](#)
Subject: RE: PIO Position Description
Date: Thursday, August 23, 2018 12:12:49 PM

Thanks for the offer to help, Kate. We will get you the final PD once it posts.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 23, 2018 11:42 AM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; TATE Ben - ELD <ben.tate@state.or.us>
Cc: CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: Re: PIO Position Description

Thanks, Ben, and sorry for delayed response I was out of office until yesterday. This looks good to me with Lisa's edits. I look forward to meeting candidates and working with you all to find the right fit and seamless coverage.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Friday, August 17, 2018 at 4:18 PM
To: TATE Ben - ELD <ben.tate@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: RE: PIO Position Description

Thanks for sharing with us! This looks good. I made a few edits to the intro, and I couldn't figure out how to turn on tracked changes in the document, so I attached them. Looking forward to the recruitment!

Also, I spoke with Lindsey today and he may contact you when he gets back next week about ensuring there is continuous press coverage during this transition.

Lisa

From: TATE Ben - ELD
Sent: Friday, August 17, 2018 10:38 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORAWSKI Lisa - CEDO

<Lisa.Morawski@ode.state.or.us>

Cc: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>

Subject: PIO Position Description

Lisa/Kate,

Miriam asked me to forward this to you to see if you had any suggested edits. This is the PD we drafted for an ELD PIO that was submitted as part of our 19-21 POP's. We have some GF funding now to advertise the position as an LD and get someone on board (in anticipation that we get the permanent position in session).

If you have any suggested edits let me know. Otherwise we will move forward with recruiting for the position.

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ ben.tate@state.or.us

fb.me/OREarlyLearning

From: [LESLIE Berri * GOV](#)
To: [TATE Ben - ELD](#)
Subject: Automatic reply: Review ODE-Early Learning Division E-Board request
Date: Thursday, August 23, 2018 2:34:01 PM

Greetings,

Thank you for your email. I will be out of the office until Monday, August 27th and will only be checking email intermittently. If you need immediate assistance, please contact:

Sheril Arroyo
503-428-6533

Thanks!

Berri

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Fwd: Latest draft: education whitepaper
Date: Thursday, August 23, 2018 2:43:26 PM

Chris Pair
M: 503-559-5938
O: 503-378-8197

Begin forwarded message:

From: PIRTLE-GUINEY Elana * GOV <Elana.PIRTLE-GUINEY@oregon.gov>
Date: August 23, 2018 at 7:14:41 AM PDT
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>, ANDREW Jennifer J * GOV <Jennifer.J.ANDREW@oregon.gov>
Subject: Re: Latest draft: education whitepaper

Nik -

I'm headed to Boardman for the first Future Ready Oregon summit today and then to Sunriver to speak at the Building Trades convention.

I'll have my computer and am happy to cancel the other things I have planned out there to get on the phone whenever you all need me. I'm sorry the day puts me in some bad reception areas and not in Salem.

Elana

Sent from my iPhone

On Aug 23, 2018, at 6:35 AM, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov> wrote:

I will do the same.

From: BHATT Pooja * GOV
Sent: Thursday, August 23, 2018 6:15 AM
To: BLOSSER Nik * GOV; PAIR Chris * GOV; KORESKI Debbie * GOV;

ZEJDLIK Gina * GOV; PIRTLE-GUINEY Elana * GOV; CAPPS Lindsey D * GOV
Cc: ANDREW Jennifer J * GOV
Subject: Re: Latest draft: education whitepaper

I will head to Salem instead of the coastal caucus today to get the outstanding issues resolved.
Pooja

On Wed, Aug 22, 2018 at 11:12 PM -0700, "BLOSSER Nik * GOV"
<Nik.BLOSSER@oregon.gov> wrote:

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I would like to have a call tomorrow mid-afternoon to discuss. Jen, can you please add Elana, Pooja and Lindsey to the 3:30pm call the rest of us have scheduled for tomorrow?

It's going to take all of us working very hard tomorrow and talking with a lot of stakeholders to get this done. I will say I am nervous about spending so much time travelling to and attending coastal caucus tomorrow and think any of you going should seriously consider cancelling your trips. I will be on the road to Salem by 7am tomorrow so feel free to call me between 7 and 8am if you want to discuss any of the edits or questions.

I sent this draft to the Governor tonight as well.

Thanks,

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Latest draft: education whitepaper
Date: Thursday, August 23, 2018 2:49:22 PM

No attachment on this, can you please forward Nik's original mail?

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 23, 2018 at 2:43 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Fwd: Latest draft: education whitepaper

Chris Pair
M: 503-559-5938
O: 503-378-8197

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■ Nik
Nik Blosser
Chief of Staff
Oregon Governor Kate Brown

503-373-1565

Assistant: Jen Andrew

jennifer.j.andrew@oregon.gov

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Fwd: Latest draft: education whitepaper
Date: Thursday, August 23, 2018 2:50:54 PM
Attachments: [8.22.18 HS Graduation White Paper_nikedits.docx](#)
[ATT00001.htm](#)

Chris Pair
M: 503-559-5938
O: 503-378-8197

Begin forwarded message:

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: August 22, 2018 at 11:12:57 PM PDT
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>, PIRTLE-GUINEY Elana * GOV <Elana.PIRTLE-GUINEY@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
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-

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Thanks,

<!--[if !supportLists]-->■ <!--[endif]-->Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Education: Every Oregon Student Graduates with a Plan for their Future

Vision and goal

Education is a necessary building block for prosperity and a pathway out of poverty. Quality education is a key to providing students with options after they graduate high school with paths toward living wage jobs and continued education. **Governor Brown envisions an Oregon where every student graduates high school with a path for their future.**

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must take a two-generation strategy of reducing poverty by providing for the needs of the child and their families at the same time: children live within a family context and are impacted by adult issues such as job and housing stability.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.²

In national comparisons, Oregon's average four-year graduation rate lags behind most other states at 77 percent on average for all students. While states have different graduation requirements and Oregon has among the most stringent, this graduation rate is still leaving too many kids behind. In particular, the achievement gap shows that we have not adequately supported children of color, children with disabilities, and children in poverty: graduation rates for these subgroups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

students with disabilities. We have been making steady progress recently: the average state graduation rate has increased nearly 3 percentage points over three years and up to 5 percentage points for historically underserved students.

A number of factors influence a student's ability to access quality education. As noted in the Chief Education Office's *Practice to Improve Student Achievement* (2017), students' poverty status is closely correlated with student engagement and student achievement. "While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes". We know that brain and cognitive development is affected by Adverse Childhood Experiences (ACEs), of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool³ and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It's not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor⁵. The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.**

Best Practices

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical or dental appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

³ EdBuild, 2016

⁴ Duncan & Magnuson. 2011; Reardon, 2011

⁵ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>

According to the Quality Education Model, a statewide approach to understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶

To be successful in an under-resourced environment, we must identify best practices and invest in them. Here is a summary:

Remove Barriers to School Readiness: Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷ It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹ The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country¹¹.

Increase Time to Learn: The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas¹². This class size sends the wrong message to families and teachers about the importance of our youngest students. Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling

⁶ Quality Education Model Report, 2018

⁷ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

supported. One well-known education study has shown that reduced class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes.¹³

Commented [NB1]: Unless this can be made stronger, I recommend cutting this paragraph completely.

Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶ Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don’t participate in CTE programs.¹⁷ Research from the

¹⁴ Practices to Improve the Achievement of Students in Poverty, 2017

¹⁵ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf.

¹⁶ Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.

¹⁷ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁸

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support need to engage and teach their students. The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's *2018 Educator Equity Report* and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population. The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁹ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.²⁰

Recent Accomplishments

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

- **Graduation rate disparities between students has narrowed under Governor Brown's leadership.** Overall graduation rates have improved nearly 3 percentage points in the last three years, and greater gains have been made for historically underserved students. Graduation rates improved 6 percentage points for Native Hawaiian/Pacific Islander students, 4 percentage points for American Indian/Alaska Native and 5

¹⁸ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf

¹⁹ Ibid.

²⁰ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf

percentage points for Black/African American, Latino, and Multiracial students over this period. For students with disabilities, the graduation rate increased at 3 times the rate compared to students without disabilities. These improved outcomes will continue to improve with expanded funding for statewide plans for English Language Learners, Native American students and African American students.

- **Investment in Oregon’s public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.
- **In 2015, the Governor doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.
- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program under Governor Brown’s leadership, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.** New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Plan

Governor Brown’s plan for ensuring that every student graduates high school with a plan for the future is informed by student voice and experience, and the insights and expertise gleaned by parents, educators and communities across Oregon. It is also grounded in best practice research, data-driven analysis, and what we know works from innovative improvement strategies, student-

centered practices and critical partnerships emerging within schools, communities and between sectors of education. . No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the “whole child” including transitions to kindergarten, safety in schools, professional supports to educators, culturally relevant and hands-on learning opportunities, and funding structures and systems that align practices and programs across the education continuum from preschool to college and career. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

The Governor’s plan for investments in our education system are as follows:

- 1. High-quality preschool for low-income students.** Decades of research is clear- children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool to an additional 10,000 low-income children in the next biennium, with a goal of serving all 40,000 low-income children over the next five years.
- 2. Manageable class sizes in grades K-3.** In early elementary grades class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM). This means aiming to reduce averages from the current 25 to 20 in kindergarten, 23 in 1st grade, and 23 in grades 2-3 based on targets in the QEM.
- 3. Require a 180-day school year:** We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time.
- 4. Ensure safe schools.** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Deputy Superintendent has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.

[In addition, we must fund the state school seismic rehabilitation fund to provide safe schools... (ADD DETAIL)]

Commented [NB2]: Needs detail added.

5. Provide students a network of social supports that address out-of-school needs. Students have needs for support that go well beyond the classroom walls. We will target new investment in schools to enhance schools' capacity to provide critical counseling supports, wrap-around services to students and their families, and enhance trauma-informed social and emotional learning.

6. Invest in Career and Technical Education (CTE). We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community.

- Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to career-technical education (CTE) and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.
- Support to Navigate Career and Higher Education Options: Choosing which career pathway program or early college opportunity to follow can be complex. We will expand partnerships and programs to mentor and support students in navigating career and college pathways from high school through postsecondary education.

Commented [NB3]: I think we should cut this unless it can be made more specific.

7. Support world-class teachers and school leaders who reflect the communities they serve.

- High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected over the next five years to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.
- Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

8. **Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes.** Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district-level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver. In achieving her vision that every student graduate with a plan for their future, Governor Brown will work to ensure a shared-commitment between the State and our local schools and communities to close persistent gaps in opportunity and achievement, prioritizing the needs of students with disabilities, students navigating poverty, and students of color. This in part means ensuring that existing State strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 1016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of our local schools.

To put Oregon on a path to graduating every student in high school, the initiatives above aim to achieve the following key metrics:

- All 40,000 low-income children (in households of 200% of Federal Poverty Level or below) will have access to high-quality preschool.

- At least 70% of students will be reading by grade level at the end of 3rd grade.
- At least 93% of students will be on track to graduate by the end of 9th grade, an early predictor of high school graduation.
- 100% of students will graduate within 5 years of starting freshman year of high school, either with a diploma or with a GED. To meet this goal will require reducing the achievement gap each year by 4 percentage points for students of color, 7 percentage points for students with disabilities, 4 percentage points for low-income, and 6 percentage points for English Language Learners. These are ambitious targets, but these are outcomes that we owe our students.

The initiatives above will require a significant investment by Oregonians. There are a number of efforts by the Legislature, the business community, and educators to identify funding sources, including the Joint Committee on Student Success, the Oregon Business Plan and the new Common Good initiative. I look forward to working with these groups to determine the best path forward for funding these critical investments.

Contact:

Lindsey Capps, Chief Education Officer
Pooja Bhjatt, Education Policy Advisor, Office of Governor Kate Brown

Commented [NB4]: I added this and think we need to say something to this effect. Chris Pair please comment.

Commented [NB5]: Add email and phone numbers.

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From: [KONDAYEN Kate * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: FW: FYI - Staff Message
Date: Thursday, August 23, 2018 2:54:51 PM
Attachments: [All Staff Message Daniles Retirement 082318 DRAFT.docx](#)

FYI

From: Christy Sinatra <christy.sinatra@state.or.us>
Date: Thursday, August 23, 2018 at 2:51 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: FYI - Staff Message

Hi Kate,

FYI – I plan to send the attached out tomorrow. It's an announcement about our HR leadership change.

Thanks,
Christy Sinatra
DHS Director's Office | Oregon Department of Human Services
503.569.3479 | christy.sinatra@state.or.us
Pronouns: She, her, hers

Our vision is safety, health and independence for all Oregonians

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Messages to and from this e-mail address may be made available to the public under Oregon law.

To: All DHS Staff
From: Fariborz Pakseresht, Director
Subject: Human Services Director Retirement
Date: Friday, Aug. 24

Hello DHS,

Today Becky Daniels will retire as our Human Resources director after more than 30 years of service in Oregon state government. Belinda Teague will be the interim director until a permanent replacement is hired.

Becky has been our Human Resources director since 2014 after being the senior Human Resources manager for the Office of Developmental Disabilities, Aging and People with Disabilities, and Central and Shared Services programs.

<Fariborz – please add a sentence about Becky>.

Becky started her state career in 1987 and became a manager in 1995 when DHS was known as Adult and Family Services. She held several management positions with the Child Support Program at both DHS and the Department of Justice, overseeing staff responsible for the collection, disbursement, and accounting of child support payments for the state. At DHS, she also served as the payroll manager, streamlining the procedures within the payroll unit and ensuring the successful implementation of payroll and other systems when the Oregon Health Authority was created.

We invited Belinda into DHS earlier this summer to work alongside Becky and prepare for the leadership transition. We are fortunate that Becky will stay on with us for another month in an advisory role to ensure a smooth transition of HR and help us tie up some projects.

Belinda brings us 25 years of public service in Human Resources and operations in Oregon state government. Belinda retired from the Oregon Youth Authority in 2015 and returned to the agency in 2017 to serve as the Interim Assistant Director of Business Services until the position was filled. She also has worked in the Employment and Corrections agencies, in the Department of Consumer and Business Services, the Department of Administrative Services, and in the Mental Health Division when it was part of DHS.

Belinda's expertise in Human Resources and her closely held values of collaboration, innovation, service, and partnership will be a great asset to DHS as we seek a permanent Human Resources Director.

Please join me in congratulating Becky on her retirement and welcoming Belinda to our team!

From: [CALDERON Miriam - ELD](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: Fwd: DHS/ELD Eboard Letter
Date: Thursday, August 23, 2018 2:59:40 PM

Fyi

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From: MANDELL David P - ELD <david.p.mandell@ode.state.or.us>
Sent: Thursday, August 23, 2018 2:51 PM
To: STINSON CYNTHIA J
Cc: TATE Ben - ELD
Subject: RE: DHS/ELD Eboard Letter

Miriam Calderon, as the Early Learning System Director, is a direct Governor appointee and sits on Education Cabinet alongside Colt and on the Governor's Children's Cabinet alongside Fariborz, so is really at the equivalent level.

David

David Mandell | Director of Policy & Research
EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION
OFFICE 503.373.0071 | MOBILE 503.551.3946

From: Stinson Cynthia J [mailto:cynthia.j.stinson@state.or.us]
Sent: Thursday, August 23, 2018 2:46 PM
To: TATE Ben - ELD
Cc: BURKE Belit; MANDELL David P - ELD; TAYLOR Dawn - ELD; MOORE ERIC L; CALDERON Miriam - ELD; CRAGER Rick - ODE; BANEY WILLIAM
Subject: RE: DHS/ELD Eboard Letter

Ben, we have a draft with Fariborz for review – I am going to attach it here even though he hasn't ok'd it yet, Eric Moore has and it contains some structural changes to make the request more clear.

Essentially, it separates out the DHS and ELD asks and we are more comfortable with that. Also, can we decide on either Fariborz/Colt level signatures or Miriam/Kim level. Both seems like overkill and to include Miriam and not Kim doesn't seem right either. Thanks - Cynthia

From: TATE Ben - ELD [<mailto:ben.tate@state.or.us>]

Sent: Thursday, August 23, 2018 2:31 PM

To: Stinson Cynthia J <CYNTHIA.J.STINSON@dhsosha.state.or.us>

Cc: Burke Belit <Belit.BURKE@dhsosha.state.or.us>; MANDELL David P - ELD

<david.mandell@state.or.us>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; CALDERON Miriam - ELD

<miriam.calderon@state.or.us>; CRAGER Rick - ODE <rick.crager@state.or.us>; Baney William

<WILLIAM.BANEY@dhsosha.state.or.us>

Subject: DHS/ELD Eboard Letter

Cynthia,

Dawn asked me to connect with you to ensure you have the latest version of the Eboard letter for your review with DHS Leadership. Rick Crager at ODE will take the final version and prep it for signature.

Please send any edits back to entire email thread.

Bill/Belit – David gave a quick summary of today's meeting and we added a very high level statement about what DHS will be doing with the new CCDF dollars. Please edit as needed.

Let me know if you have any questions,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ben.tate@state.or.us

fb.me/OREarlyLearning

From: [KLEIN Rosa * GOV](#)
To: [HINSZ Jamie](#); [TROTTER Alex](#); [KUHNS Sherril](#); [HORNER LEAH C](#); [HOLCOMB CHELSEA](#); [LESLIE Berri * GOV](#); [MANDELL David P - ELD](#); [JONES Marilyn](#); [kwood@casey.org](#); [BARTLETT Katherine * GOV](#)
Subject: Family First Tiger Team- initial meeting agenda draft
Date: Thursday, August 23, 2018 3:01:25 PM
Attachments: [FFTT Initial Meeting Agenda DRAFT 8-23-18.doc](#)

Hi all,

Thank you very much for agreeing to be a part of the group that will assist Oregon DHS to respond to the Federal Families First Prevention and Services Act and ensure that we submit materials that encapsulate the Governor's vision for prevention and healthy families.

Please find attached a draft agenda for our initial Families First Tiger Team meeting, next Thursday August 30th at 1pm in the Governor's Conference Room. Let me know if you would like to make any changes or additions or if you have any questions.

Thanks and I look forward to seeing you next week!

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
Pronouns: She/Her/Hers



AGENDA

Family First Tiger Team

Date of Meeting: Thursday August 30th, 2018

Time of Meeting: 1pm-2pm

Location: Oregon State Capitol: 900 Court St NE, Salem OR 97301, Governor's Conference Room, Suite 254

Participants: Jamie Hinsz, Legislative Policy and Research Office
Chelsea Holcomb, Oregon Health Authority
Leah Horner, Department of Human Services
Marilyn Jones, Department of Human Services
Sherril Kuhns, Department of Human Services
David Mandell, Early Learning Division
Jana McClellan, Department of Human Services
Alex Trotter, Department of Human Services
Kara Wood, Casey Family Programs

Staff: Katherine Bartlett, Policy Assistant, Governor's Office
Rosa Klein, Governor's Human Services Policy Advisor
Berri Leslie, Governor's Deputy Chief of Staff

Agenda Item	Time	Lead
Introductions	1:00-1:05	Rosa Klein
Tiger Team Charge & Scope of work	1:05-1:10	Berri Leslie
Overview of Families First Act Nationally	1:10-1:20	Kara Wood
Overview of Oregon's FF Implementation and Policy Workgroup	1:20-1:30	Jamie Hinsz
Overview of Children's Cabinet and CCO 2.0	1:30-1:45	Berri Leslie, David Mandell, Chelsea Holcomb
Anyone else we need to add to this group?	1:45-1:50	Rosa Klein
Next Steps: Schedule and timeline for upcoming meetings	1:50-2:00	Rosa Klein

Questions to answer before next meeting: (assign responsible parties)

1. What new funds are available? How much money is Oregon potentially eligible to receive, for what populations, and what are the requirements and deadlines?

2. Which of the initiatives from the healthy families work group would fit into the Families First model and initiatives?

3. Which community partners could act as champions for this work?

From: [KONDAYEN Kate * GOV](#)
To: [RHOADES Jeffrey * GOV](#); [PAIR Chris * GOV](#)
Subject: FW: OLCC Commission Action on MJ
Date: Thursday, August 23, 2018 3:09:53 PM
Attachments: [Commission MJ August 2018 Final.doc](#)

FYI on the below. On the whole, I think it's fine.

From: Pettinger Olcc <Mark.Pettinger@oregon.gov>
Date: Thursday, August 23, 2018 at 3:04 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: OLCC Commission Action on MJ

Kate –

Here's our Press release.

Mark Pettinger

Spokesperson

Recreational Marijuana Program

Oregon Liquor Control Commission

9079 SE McLoughlin Blvd., Portland, OR 97222

O: 503-872-5115 | M: 971-235-7561 | mark.pettinger@oregon.gov

From: KONDAYEN Kate * GOV
Sent: Thursday, August 23, 2018 2:56 PM
To: Pettinger Mark * OLCC <Mark.Pettinger@oregon.gov>
Subject: Re: OLCC Commission Action on MJ

Thanks, Mark!

From: Pettinger Olcc <Mark.Pettinger@oregon.gov>
Date: Thursday, August 23, 2018 at 12:27 PM
To: "Chris Pair - Governor's Office (chris.pair@state.or.us)" <chris.pair@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: RHOADES Jeffrey * GOV <Jeffrey.RHOADES@oregon.gov>
Subject: OLCC Commission Action on MJ

FYI.

Two actions from today's meeting that will likely receive attention.

1. Commission passed emergency rule reducing daily purchase limit of usable MJ (flower) for OMMP cardholders from 24 ounces to one (1) ounce. This equals the amount allowed for

adult-use consumers. Reason: A check of CTS data showed a significant number of cardholders buying maximum amount of flower day after day. We're doing follow up investigatory work, have notified OHA, and are looking at how – given patient confidentiality – we can work with LE if there is illegal activity. This just popped on Tuesday, so we have some work to do with patient advocate stakeholders. SM was to give JR a heads up on this yesterday.

2. The Commission rejected a stipulated settlement – license suspension or penalty – for a wholesaler with 10 charges against it. The Commission then directed staff not to have any more settlement agreement talks with the licensee and to proceed to an administrative hearing to have the license pulled. The commission sentiment is to revoke the wholesaler's license because of the egregiousness of the charges, and to send a message to the industry that the commission is serious about compliance. Beyond this case there will be more to come on this policy issue.

Please give me a call if you would like more details.

Mark Pettinger

Spokesperson

Recreational Marijuana Program

Oregon Liquor Control Commission

9079 SE McLoughlin Blvd., Portland, OR 97222

O: 503-872-5115 | M: 971-235-7561 | mark.pettinger@oregon.gov



News Release

Oregon Liquor Control Commission
9079 SE McLoughlin Blvd., Portland, OR 97222-7355
1-800-452-6522

Mark Pettinger, Marijuana Program Spokesperson
Mark.Pettinger@oregon.gov (503) 872-5115
www.marijuana.oregon.gov

August 23, 2018

OLCC Commission Moves to Revoke Marijuana Wholesaler License Agency Temporarily Reduces Daily Purchase Limits for OMMP Cardholders Commission Approves Other Marijuana Licensees Stipulated Settlements

PORTLAND, Ore. – The Oregon Liquor Control Commission today rejected a staff recommended stipulated settlement for a licensed marijuana wholesaler charged with ten violations of OLCC marijuana rules. The Commission decided the licensee's violations were bad enough that a license suspension or fine would not result in the licensee taking the necessary corrective action to come into compliance.

The OLCC Commission voted down the proposed settlement for wholesaler Black Market Distribution LLC., and directed staff to instead proceed through the state's administrative hearing process to seek revocation of the wholesaler's license. Black Market Distribution's case will be referred to Oregon's Office of Administrative Hearings. Under the staff proposed settlement Black Market Distribution could have opted to serve either a 99-day license suspension or pay a \$16,335 civil penalty.

The Commission made it clear to OLCC staff that it wants more tools to combat licensees with more serious violations.

"We want good compliant, law-abiding partners as OLCC marijuana licensees," said Paul Rosenbaum, OLCC Commission Chair. "We know the cannabis industry is watching what we're doing, and believe me, we've taken notice. We're going to find a way to strengthen our action against rule breakers, using what we already have on the books, and if need be working with the legislature to tighten things up further."

The Commission also reduced the daily purchase limits of usable marijuana (flower) by Oregon Medical Marijuana Program (OMMP) cardholders because of suspicious purchase activity detected in the state's Cannabis Tracking System (CTS.) OMMP cardholders will now be limited to a daily purchase of one ounce of marijuana flower, the same daily amount allowed for recreational marijuana users; the previous limit was 24 ounces.

Today's action on OMMP purchase limits is designed to prevent potential diversion of usable marijuana into the secondary illegal market. The OLCC will continue to investigate the suspicious activity and will work with the Oregon Health Authority, which has authority over the OMMP, and if necessary forward investigative findings to law enforcement.

The temporary rule takes effect on **Friday, August 23, 2018**, requiring OLCC licensed marijuana retailers to comply with the new purchase limits immediately. The temporary rule expires in six months and could be modified or rescinded after the investigations are completed.

"The Cannabis Tracking System worked as it should enabling us to uncover this suspicious activity," said Steven Marks, OLCC Executive Director. "When we detect possible illegal activity we need to take immediate steps to deter it from happening further, and that's why the Commission moved quickly."

In other action the Commissioners of the OLCC approved the following fines and/or marijuana license suspensions based on stipulated settlements:

Cannabliss & Co. in Portland, will pay a fine of \$4,950 or serve a 30-day recreational marijuana retailer license suspension for one violation.

The violation is for the licensee or its employees, agents, or representatives failing to keep surveillance recordings for a minimum of 90 calendar days.

Licensee is 22nd and Burn, LLC; Cameron Yee, Matthew Price, President/Secretary/Stockholder; High Street Capital Partners, LLC, Stockholder; High Street Capital Partners Mgmt., LLC, Stockholder; Kevin Murphy, Managing Member, Melvin Yellin, Managing Member, Devin Binford, Managing Member

Hi Cascade in Veneta; will pay a fine of \$6,105 or serve a 37-day recreational marijuana retailer license suspension for two violations.

The first violation is for the licensee or its employees, agents, servants, or representatives failing to keep backup recordings of video surveillance recordings off-site and in real time for the surveillance room and surveillance area, for a minimum of 30 days.

The second violation is for the licensee or licensee's employees, agents, servants, or representatives failing to immediately notify the Commission of any equipment failure or system outage lasting 30 minutes or more.

Licensee is Hi Cascade #3, LLC; Cascade Retail Services #2, LLC, Member; Oregon Commercial Holdings #2, LLC, Member.; JH Investment Holdings, LLC, Member; Pure Life Investment Group, LLC, Member; Jonathan Hogander, Member; Joseph Martin, Member.

Shadowbox Farms; will pay a fine of \$9,900 or serve a 30-day recreational marijuana producer license suspension for two violations.

The first violation is for the licensee operating other than as the license permits in OAR 845-025-2020(1) when it transported or delivered usable marijuana or whole, non-living marijuana plants to the licensed premises of a marijuana producer. to ensure that all marijuana items on the retail premises were kept in a safe or vault.

The second violation is for the licensee or the licensee's employees, agents, servants or representatives failing to keep surveillance recordings for a minimum of 90 calendar days.

Licensee is Rogue Valley Group, LLC, Ariel Jurmann, Member, Daniel Jurmann, Member, Artemis Group, LLC., Member, Bryan Bundy, Member, Joseph Bundy, Member, Megan Bundy, Member.

Shadowbox Farms; will pay a fine of \$12,210 or serve a 74-day recreational marijuana producer license suspension for four violations.

The first violation is for the licensee operating other than as the license permits in OAR 845-025-2020(1) when it received usable marijuana or whole, non-living marijuana plants from a marijuana producer. to keep surveillance recordings for a minimum of 90 calendar days.

The second violation is for the licensee or the licensee's employees, agents, servants or representatives failing to keep surveillance recordings for a minimum of 90 calendar days.

The third violation is for the licensee making physical changes to the licensed premises that materially or substantially altered the licensed premises or the usage of the licensed premises from the plans originally approved by the Commission without the Commission's prior approval when it used two unapproved freezer Conex boxes to store marijuana items.

The fourth violation is for the licensee failing to have a fully operational security alarm system, activated at all times when the licensed premises is closed for business, when it failed to have an alarm system that could detect unauthorized access to limited access areas (two freezer Conex boxes) where mature plants or usable marijuana was present.

Licensee is Rogue Valley Group, LLC, Ariel Jurmann, Member, Daniel Jurmann, Member, Artemis Group, LLC., Member, Bryan Bundy, Member, Joseph Bundy, Member, Megan Bundy, Member.

BZS Resources; will pay a fine of \$7,260 or serve a 44-day recreational marijuana producer license suspension for three violations.

The first violation is for the licensee's employees, agents, servants or representatives making physical changes to the licensed premises that materially or substantially altered the licensed premises or the usage of the licensed premises from the plans originally approved by the Commission without the Commission's prior written approval when new structures were added to the licensed premises, including a barn, greenhouse, Conex structure, additional surveillance cameras, a safe and a gate for contractor access.

The second violation is for the licensee licensee's employees, agents, servants, or representatives failing to have cameras that continuously record, 24 hours a day in all areas where mature marijuana plants, immature marijuana plants, useable marijuana, cannabinoid concentrates, extracts or products are present, when marijuana plants and marijuana items were stored in unapproved structures that failed to have camera coverage.

The third violation is for the licensee or licensee's employees, agents, servants, or representatives failing to keep all usable marijuana, cut and drying mature marijuana plants, cannabinoid concentrates, extracts or products on the licensed premises of a licensee in a locked, enclosed area within the licensed premises that is secured with at a minimum, a properly installed steel door with a steel frame, and a commercial grade, non-residential door lock.

Licensee is Paydaze, LLC, Scott Langfield, Managing Member; dba BZS Resources, Zach Gary, Managing Member.

From: [PAIR Chris * GOV](#)
To: [MCCOLAUGH Annie * GOV](#); [MOAWAD Heidi * GOV](#); [FISHER Nikki * GOV](#); [ZEJDLIK Gina * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: Use of Federal Funds to Purchase Firearms for Educators
Date: Thursday, August 23, 2018 3:17:41 PM

Ok. Send it.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 23, 2018, at 10:51 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

Edits below. Hold on sending for now. I'll send a note giving the go soon.

95 percent of elementary teachers spend their personal money on classroom supplies. Meanwhile, the Trump administration thinks teachers need funding for guns. This is out of touch and not a solution. It is just another irresponsible ~~and absurd~~ strategy from their administration.

From: MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>
Date: Thursday, August 23, 2018 at 10:48 AM
To: MOAWAD Heidi * GOV <Heidi.MOAWAD@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Use of Federal Funds to Purchase Firearms for Educators

Good w/ me.

Annie McColaugh
Director, Washington DC Office
Oregon Governor Kate Brown
P: (202) 508-3847 | C: (503) 508-7124
444 N Capitol St NW, Ste 134; Washington, DC 20001

From: MOAWAD Heidi * GOV
Sent: Thursday, August 23, 2018 1:42 PM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>; MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>; ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Use of Federal Funds to Purchase Firearms for Educators

Thumbs up from me

heidi moawad
Office of **Governor Kate Brown**

Public Safety Policy Advisor
mail: 900 Court Street Suite 254, Salem 97301
office: Somerville Building, 775 Court Street

ASSISTANT / SCHEDULING:

Kristina Rice-Whitlow
Kristina.Rice-Whitlow@oregon.gov
(503) 378 - 6829

From: FISHER Nikki * GOV
Sent: Thursday, August 23, 2018 10:42 AM
To: MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>; MOAWAD Heidi * GOV <Heidi.MOAWAD@oregon.gov>; ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Use of Federal Funds to Purchase Firearms for Educators

Draft tweet below:

95 percent of elementary teachers spend their personal money on classroom supplies. Meanwhile, the Trump administration thinks teachers need funding for guns. This is out of touch and not a solution. It is just another irresponsible and absurd strategy from their administration.

<https://www.nytimes.com/2018/08/22/us/politics/betsy-devos-guns.html>

--

Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>
Date: Thursday, August 23, 2018 at 8:52 AM
To: MOAWAD Heidi * GOV <Heidi.MOAWAD@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Use of Federal Funds to Purchase Firearms for Educators

Just FYI. There's been some chatter among the Dem Gov DC staff about this: <https://www.nytimes.com/2018/08/22/us/politics/betsy-devos-guns.html>

Annie McColaugh
Director, Washington DC Office
Oregon Governor Kate Brown
P: [\(202\) 508-3847](tel:(202)508-3847) | C: [\(503\) 508-7124](tel:(503)508-7124)
[444 N Capitol St NW, Ste 134](#); Washington, DC 20001

Begin forwarded message:

From: "Mehta, Kirtan" <Kirtan.Mehta@nj.gov>
Date: August 23, 2018 at 11:37:47 AM EDT
To: ""demstatescaucus@googlegroups.com"" <demstatescaucus@googlegroups.com>
Subject: Fwd: Statements from Governor Murphy and New Jersey Department of Education Commissioner Dr. Lamont Repollet on the Use of Federal Funds to Purchase Firearms for Educators

FYI

Kirtan Mehta
Governor Phil Murphy (NJ)
609.414.5856

From: GovNews <GovNews@nj.gov>
Sent: Thursday, August 23, 2018 11:36:01 AM
To: Mehta, Kirtan
Subject: Statements from Governor Murphy and New Jersey Department of Education Commissioner Dr. Lamont Repollet on the Use of Federal Funds to Purchase Firearms for Educators

For Immediate Release:
August 23, 2018

Contact: Governor's Press Office
(609) 777- 2600

Image removed by sender. State of New Jersey



Statements from Governor Murphy and New Jersey Department of Education Commissioner Dr. Lamont Repollet on the Use of Federal Funds to Purchase Firearms for Educators

“Arming our teachers is illogical and dangerous,” said **Governor Phil Murphy**. “When I signed legislation to enact common-sense gun laws in our state, my goal was to protect children and families and keep guns out of our classrooms. We know what happens when a gun enters a classroom. The result is almost always tragic and devastating. Fewer guns means fewer gun deaths. New Jersey will not participate in this dangerous and misguided program and I encourage the president to instead use our resources to better provide all of our children with the educational and innovative learning programs they deserve; not turn our classrooms into a warzone.”

"The classroom is a place of learning," said **Education Commissioner Dr. Repollet**. "It is an environment where teachers should teach and children should be focused on learning. It is no place for a weapon. I am appalled by the actions of the Trump Administration to take away money from programs that could help our children succeed and help schools develop better, innovative learning programs. The New Jersey Department of Education opposes this decision and we will not allow the federal government to prioritize the agenda of the National Rifle Association (NRA) over our kids."

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From: [CAPPS Lindsey D * GOV](#)
To: [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#); [KORESKI Debbie * GOV](#); [ZEJDLIK Gina * GOV](#); [PIRTLE-GUINEY Elana * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: RE: Latest draft: education whitepaper
Date: Thursday, August 23, 2018 3:21:32 PM
Attachments: [8.23.18 HS Graduation White Paperchanges accepted.docx](#)

Latest draft of the education whitepaper is enclosed.

From: BLOSSER Nik * GOV
Sent: Wednesday, August 22, 2018 11:12 PM
To: PAIR Chris * GOV; KORESKI Debbie * GOV; ZEJDLIK Gina * GOV; PIRTLE-GUINEY Elana * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV
Cc: ANDREW Jennifer J * GOV
Subject: Latest draft: education whitepaper

Hi – Here's the latest draft. After some relatively heavy editing, I decided to accept the changes from both Lindsey and myself, and instead I added a few comments that called out the most significant items that I think need further discussion.

I would like to have a call tomorrow mid-afternoon to discuss. Jen, can you please add Elana, Pooja and Lindsey to the 3:30pm call the rest of us have scheduled for tomorrow?

It's going to take all of us working very hard tomorrow and talking with a lot of stakeholders to get this done. I will say I am nervous about spending so much time travelling to and attending coastal caucus tomorrow and think any of you going should seriously consider cancelling your trips. I will be on the road to Salem by 7am tomorrow so feel free to call me between 7 and 8am if you want to discuss any of the edits or questions.

I sent this draft to the Governor tonight as well.

Thanks,

■ Nik
Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Governor Kate Brown
Policy Agenda

Education: Every Oregon Student Graduates with a Plan for their Future

Vision and goal

Education is a necessary building block for prosperity and a pathway out of poverty. Quality education is a key to providing students with options after they graduate high school with paths toward living wage jobs and continued education. **Governor Brown envisions an Oregon where every student graduates high school with a path for their future.**

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, Governor Brown is prioritizing education as an area for significant new investment targeted at improving education outcomes across the state, especially for children of color, children with disabilities, low-income children, and English Language Learners.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.²

In national comparisons, Oregon's average four-year graduation rate lags behind most other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years, and up 7 percentage points for historically underserved students. Still, there is much work to do to ensure those who face an achievement gap are supported to achieve at their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these subgroups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

A number of factors influence a student's ability to access quality education. As noted in the Chief Education Office's *Practice to Improve Student Achievement* (2017), students' poverty status is closely correlated with student engagement and student achievement. "While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes." We know that brain and cognitive development is affected by Adverse Childhood Experiences (ACEs), of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool³ and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It's not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor⁵. The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.**

Best Practices

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical or dental appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

³ EdBuild, 2016

⁴ Duncan & Magnuson. 2011; Reardon, 2011

⁵ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶

To be successful in an under-resourced environment, we must identify best practices and invest in them. Here is a summary:

Remove Barriers to School Readiness: Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting, expensive, and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷ It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹ The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country¹¹.

Give the Highest Need Students Personalized Attention: The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas¹². This class size sends the wrong message to families and teachers about the importance of our youngest students, and especially students of color, low-income students, and students with disabilities who historically face the most institutional barriers to accessing

⁶ Quality Education Model Report, 2018

⁷ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

quality services. Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes¹³, especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on-time (in four years) and go to college.

Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶ Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

¹⁴ Practices to Improve the Achievement of Students in Poverty, 2017

¹⁵ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf.

¹⁶ Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.

Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁷ Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁸

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in her 5-year plan:

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's *2018 Educator Equity Report* and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁹ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.²⁰

¹⁷ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

¹⁸ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf

¹⁹ Ibid.

²⁰ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf

Recent Accomplishments

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

- **Graduation rate disparities between students has narrowed under Governor Brown's leadership.** Overall graduation rates have improved nearly 3 percentage points in the last three years, and greater gains have been made for historically underserved students. Graduation rates improved 6 percentage points for Native Hawaiian/Pacific Islander students, 4 percentage points for American Indian/Alaska Native and 5 percentage points for Black/African American, Latino, and Multiracial students over this period. For students with disabilities, the graduation rate increased at 3 times the rate compared to students without disabilities. These improved outcomes will continue to improve with expanded funding for statewide plans for English Language Learners, Native American students and African American students.
- **Investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.
- **In 2015, the Governor doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.
- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program under Governor Brown's leadership, Oregon became only the second state in the nation to help recent high**

school graduates shoulder the cost of a two-year community college degree. New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Plan

Governor Brown’s plan for ensuring that every student graduates high school with a plan for the future is informed by student voice and experience, and the insights and expertise gleaned by parents, educators and communities across Oregon. It is also grounded in best practice research, data-driven analysis, and what we know works from innovative improvement strategies, student-centered practices and critical partnerships emerging within schools, communities and between sectors of education. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the “whole child” including transitions to kindergarten, safety in schools, professional supports to educators, culturally relevant and hands-on learning opportunities, and funding structures and systems that align practices and programs across the education continuum from preschool to college and career. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

The Governor’s plan for investments in our education system are as follows:

1. **High-quality preschool for low-income students.** Decades of research is clear- children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool to an additional 10,000 children from low-income families and with developmental delays and disabilities in the next biennium, with a goal of serving all 40,000 of this group of children by 2025.
2. **Manageable class sizes in grades K-3.** In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in 1st grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).

3. **Require a 180-day school year:** We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.
4. **Ensure safe schools.** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Deputy Superintendent has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.

In addition, we must fund school capital improvements that improve safety and address pressing infrastructure needs. We will do this by creating a statewide matching grant program to leverage local bond funding.

5. **Provide students a network of social supports that address out-of-school needs.** Students have needs for support that go well beyond the classroom walls. We will target new investment in schools to enhance schools' capacity to provide critical counseling supports, wrap-around services to students and their families, and enhance trauma-informed social and emotional learning.
6. **Invest in Career and Technical Education (CTE) and postsecondary pathways.** We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community.
 - a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to career-technical education (CTE) and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
 - b. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students;

research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.

- c. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.

7. Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected over the next five years to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.
- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved

communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

8. **Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes.** Governor Brown’s vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district-level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver. In achieving her vision that every student graduate with a plan for their future, Governor Brown will work to ensure a shared-commitment between the State and our local schools and communities to close persistent gaps in opportunity and achievement, prioritizing the needs of students with disabilities, students navigating poverty, and students of color. This in part means ensuring that existing State strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of our local schools.

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

The initiatives above will require a significant investment by Oregonians. There are a number of efforts by the Legislature, the business community, and educators to identify funding sources, including the Joint Committee on Student Success, the Oregon Business Plan and the new Common Good initiative. I look forward to working with these groups to determine the best path forward for funding these critical investments.

Contact:

Lindsey Capps, Chief Education Officer

Pooja Bhatt, Education Policy Advisor, Office of Governor Kate Brown,

pooja.bhatt@oregon.gov; 503-378-5540

Commented [NB1]: I added this and think we need to say something to this effect. Chris Pair please comment.

Commented [NB2]: Add email and phone numbers.

Commented [BP*G3R2]: Happy to provide my contact info – do we also want to put a contact for media inquiries or should those be directed through me and Lindsey?

Works Cited

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From: [KONDAYEN Kate * GOV](#)
To: [KLEIN Rosa * GOV](#); [PAIR Chris * GOV](#)
Subject: FW: Civil Suit Filing
Date: Thursday, August 23, 2018 4:14:43 PM
Attachments: [Sky Lakes civil suit 08-23-2018f1.docx](#)

FYI

From: Christy Sinatra <christy.sinatra@state.or.us>
Date: Thursday, August 23, 2018 at 3:16 PM
To: MATTHEWS Chris <Chris.MATTHEWS@state.or.us>, Craig DAS <Elizabeth.CRAIG@oregon.gov>, COBA Katy * DAS <Katy.COBA@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, RYAN Shannon * DAS <Shannon.RYAN@oregon.gov>
Subject: RE: Civil Suit Filing

Thanks, Liz.

I was just picking up the phone to call you. I also have a reporter call. We will be saying the same.

Christy

From: CRAIG Elizabeth * DAS [<mailto:Elizabeth.CRAIG@oregon.gov>]
Sent: Thursday, August 23, 2018 3:11 PM
To: Sinatra Christy <CHRISTY.SINATRA@dhsoha.state.or.us>; COBA Katy * DAS <Katy.COBA@oregon.gov>; MATTHEWS Chris <Chris.MATTHEWS@doj.state.or.us>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; RYAN Shannon * DAS <Shannon.RYAN@oregon.gov>
Subject: FW: Civil Suit Filing
Importance: High

I got a voicemail from KOTI TV in Klamath Falls asking for comment. I will let them know it is our policy not to comment on matters of pending litigation. Let me know if you have additional thoughts.

Thanks,
Liz

From: Sinatra Christy [<mailto:christy.sinatra@state.or.us>]
Sent: Thursday, August 23, 2018 2:58 PM
To: CRAIG Elizabeth * DAS <Elizabeth.CRAIG@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: Civil Suit Filing
Importance: High

Hi Liz,

FYI - we heard from Rubicon staff today that Sky Lakes is filing a lawsuit regarding the siting of the social services building in Klamath Falls. The press release is attached.

Thanks,
Christy Sinatra

DHS Director's Office | Oregon Department of Human Services
503.569.3479 | christy.sinatra@state.or.us

Pronouns: She, her, hers

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August 23, 2018

Civil suit seeks to shift site of social services building

Sidebar – Social services not an economic stimulus

KLAMATH FALLS – Noting it is their civic obligation and moral responsibility, Sky Lakes Medical Center board members are seeking a judicial declaration that the State of Oregon failed to follow the law in selecting Timbermill Shores as the proposed site of a new social services building.

The Oregon Human Services and Administrative Services departments in the spring decided to contract with Rubicon Investments, of Corvallis and Medford, to construct a social services building on Timbermill Shores along Lake Ewauna. State law requires that, prior to making that decision, the state must make a finding that doing so was consistent with local zoning and planning. The civil suit filed today in Klamath County Circuit Court by Sky Lakes alleges that did not occur.

“As owner of a local business, I absolutely want to see the area revitalized,” said John Bell, owner of Bell’s Hardware and chairman of the 10-member Sky Lakes board, which unanimously agreed to file the suit. “But I don’t want ‘growth at any cost.’ A larger presence of social services staff will not be a draw for new commerce or more retail stores downtown.

“Consolidating multiple social services from one part of downtown, where they’ve been for decades already, to another part of downtown is not the way to attract commercial development that will help our community thrive,” he added.

Paul Stewart, Sky Lakes President and Chief Executive Officer, noted Sky Lakes is the largest employer in the region. “Sky Lakes is a significant economic asset and, as such, we believe it is our civic obligation to help the community grow and grow in accordance with local laws,” he said.

Board member Jean Philips believes putting a social services project where the community has specifically said there should be a mix of retail, commercial and residential development is “disrespectful.”

“Zoning decisions are the ‘voice of the people’ saying what they want their community to look like,” she said. “Ignoring those decisions disrespects the will of the entire community.

“It is our moral responsibility to honor those voices and those zoning decisions and not allow the state to ignore the law by proceeding with siting the social services building there.”

Holly Montjoy, M.D., a family practice physician on the Sky Lakes board, said a robust downtown corridor plays a vital role in recruiting health care providers to the region.

“Economic development and the quality of life in our downtown are crucial to our ability to recruit and retain health care providers. I also favor revitalizing downtown for all the folks in Klamath County and do not feel the current social services project meets that goal.”

Stewart was emphatic: “We welcome new development in order for our community to flourish. It is not the intent of the suit to stop the building or stop the investments it represents.

“We also believe that for our community to attract and grow new business, we need to appropriately plan and zone for that growth to occur in the best locations. Many of us in Klamath Falls believe locating the social services building at the Klamath Community Services Campus on South Sixth would be great, but we are not opposed to seeing the building go on any alternative properly zoned locations,” he said, emphasizing “properly zoned.”

Klamath Community Services Campus, an 18-acre site along South Sixth Street near a Klamath Open Door clinic and Klamath Family Head Start, includes Sky Lakes Outpatient Care Management offices, non-emergent medical transportation services, and the new three-building Klamath Gospel Mission. Plans are underway to include other services on the campus.

“We look forward to Rubicon’s involvement with the development,” Stewart said. “However, we believe this social services project, just as any other building project, must be consistent with local zoning requirements and state law.”

The Sky Lakes board fully supports construction of a new Department of Human Services building, Bell noted. “But it must be at a location that is properly zoned and appropriate to the building’s function.”

A decision on the suit is expected in the fall.

About Sky Lakes: Sky Lakes Medical Center is a community-owned, internationally accredited acute-care hospital licensed for 176 beds. The Sky Lakes family also includes the award-winning Sky Lakes Cancer Treatment Center and Cascades East Family Medicine Residency.

Sky Lakes is proud to be part of the Blue Zones Project in Klamath Falls and honored to be a part of making our community a healthier place to live. We're pleased to continue to provide investments and leadership that will help make this possible.

SIDEBAR

Research: Social services not an economic stimulus

Research indicates that social services typically do not stimulate economic development in the neighborhood where they are located.

Economist Andrew Biggs cites research from the Urban Land Institute finding that planners should avoid locating social services in areas where they hope to stimulate retail development. "It's not true that 'any development is better than no development,'" Biggs said. "That's why we have zoning laws to ensure that neighborhood enterprises are compatible and work together for both social and economic development."

Businesses and individuals in the downtown corridor indicated they overwhelmingly oppose siting a social services building at Timbermill Shores.

"The Klamath Falls Downtown Association has not adopted a formal position regarding this project," said Darin Rutledge, Executive Director of the Association, "but a recent informal poll of the downtown community showed that nearly 78 percent of those responding are opposed to locating the social services at Timbermill Shores."

###

Contact: Tom Hottman, Public Information Officer, THottman@skylakes.org; (W) 541-274-4797, (C) 541-331-8323.

From: [BLOSSER Nik * GOV](#)
To: [CHEANG Sophorn * GOV](#); [KLEIN Rosa * GOV](#); [FINN Brendan * GOV](#)
Cc: [ZEJDLIK Gina * GOV](#); [LESLIE Berri * GOV](#); [CAMPOS Shelby * GOV](#); [ANDREW Jennifer J * GOV](#)
Subject: updated policy advisor assignments
Date: Thursday, August 23, 2018 4:49:53 PM
Attachments: [Policy Advisor Assignments August 2018.xlsx](#)

Sophorn, Rosa, Brendan – Would you please take a look at the highlighted attached and let me know if you have any questions? I made a few changes to assign things to Sophorn, and also Brendan making sure you knew the Maritime Pilots were yours.

Thanks – Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

Governor's Office Policy Advisor Assignments

Policy Areas/Agencies	Policy Advisor
Accountancy, Board of	Vacant
Administrative Services, Department of	Nik Blosser
Advocacy Commissions Office, Oregon	Sophorn Cheang (was Rosa
Affirmative Action	Nakeia Daniels
Agriculture, Department of	Amira Streeter
Alcohol & Drug Policy Commission	Tina Edlund
Appellate Courts	Misha Isaak
Architect Examiners	Vacant
Arts Commission, Oregon	Vacant
Autism Spectrum Disorder, Commission on	Tina Edlund
Aviation, Department of	Brendan Finn
Blind, Commission for the	Elana Pirtle-Guiney
Business Development Department	Jason Lewis-Berry
Carbon pricing	Kristen Sheeran
Chief Information Officer, Office Of	Nik Blosser
Chiropractic Examiners, Board of	Tina Edlund
Circuit Courts	Misha Isaak
Clemency (Pardons/Commutations)	Misha Isaak
Clinical Social Workers, Board of	Rosa Klein
Columbia River Gorge Commission	Amira Streeter
Community Colleges & Workforce Development	Pooja Bhatt
Construction Contractors Board	Elana Pirtle-Guiney
Consumer and Business Services, Department of	Elana Pirtle-Guiney
Corrections, Department of	Heidi Moawad
Council of Economic Advisors	Jason Lewis-Berry
Counselors & Therapists, Bd. of Licensed Professionals	Tina Edlund
Court Procedures, Council on	Misha Isaak (was Tina Edlund)
Criminal Justice Commission	Heidi Moawad
Cultural Trust, Oregon	Vacant
Dentistry, Board of	Tina Edlund
Dieticians, Board of Licensed	Tina Edlund
District Attorneys	Heidi Moawad
Diversity and Inclusion	Sophorn Cheang
Early Learning Department	Pooja Bhatt
Eastern Oregon Border Economic Development	Courtney Warner Crowell
Economic and Business Equity	Eloisa Miller
Education Office, Chief	Pooja Bhatt
Education, Department of	Pooja Bhatt
Emergency Management, Office of	Heidi Moawad
Employment Department	Elana Pirtle-Guiney
Employment Relations Board	Elana Pirtle-Guiney
Energy, Department of	Kristen Sheeran
Engineering and Land Surveying	Amira Streeter
Environmental Justice Task Force	Jason Miner
Environmental Quality, Department of	Jason Miner
Environmental Quality, Department of (clean fuels)	Kristen Sheeran
Executive Appointments	Mary Moller
Executive Orders	Misha Isaak
Extraditions	Fran Lushenko
Federal Response	Gina Zejdliik
Film and Video, Office of	Jason Lewis-Berry
Fish and Wildlife, Department of	Jason Miner
Forestry Department	Jason Miner
Foster Care Advisory Commission, Oregon	Rosa Klein
Geologist Examiners	Amira Streeter
Geology & Mineral Industries, Dept. of (ex natural hazards)	Amira Streeter
Global Warming Commission	Kristen Sheeran
Government Ethics Commission	Emily Matasar
Governor, Office of the	Nik Blosser
Health Authority, Oregon (environmental health)	Jason Miner
Health Authority, Oregon (except environmental health)	Tina Edlund
Health Licensing Office	Tina Edlund
Health Policy Board, Oregon	Tina Edlund
Health Related Licensing Boards	Tina Edlund

Policy Areas/Agencies	Policy Advisor
Health Sciences University, Oregon	Tina Edlund
Heritage Commission, Oregon	Amira Streeter
Higher Education Coordinating Commission	Lindsey Capps
Housing and Community Services Dept., Oregon	James Labar
Housing Stability Council	James Labar
Human Services, Department of	Rosa Klein
Immigration	Dustin Buehler
Indian Services, Commission on	Misha Isaak
International trade	Jason Lewis-Berry
Judicial Appointments	Misha Isaak
Judicial Department	Misha Isaak
Judicial Fitness and Disability, Comm. on	Misha Isaak
Justice, Department of	Misha Isaak
Juvenile Crime Prevention	Heidi Moawad
Labor and Industries, Bureau of	Elana Pirtle-Guiney
Land Conservation and Development, Dept	Amira Streeter
Land Use Board of Appeals	Amira Streeter
Lands, Department of State	Jason Miner
Landscape Contractors' Board	Elana Pirtle-Guiney
Legislative Administration Committee	Vacant
Legislative Assembly	Vacant
Legislative Counsel	Vacant
Legislative Fiscal Office	Vacant
Legislative Revenue Office	Vacant
Library, State	Pooja Bhatt
Liquor Control Commission, Oregon	Jeff Rhoades
Long Term Care Ombudsman	Rosa Klein
Lottery, Oregon State	Jeff Rhoades
Marijuana	Jeff Rhoades
Marine Board	Amira Streeter
Maritime Pilots	Brendan Finn
Massage Therapists, Board of Licensed	Tina Edlund
Medical Board	Tina Edlund
Medical Examiners, Board of	Heidi Moawad
Mental Health Regulatory Agency (Psychologists and Clinical T	Tina Edlund
Military Department	Heidi Moawad
Mortuary and Cemetery Board	Tina Edlund
Naturopathic Medicine, Board of	Tina Edlund
Northwest Power Planning Council	Jason Miner
Nursing Home Administrators	Rosa Klein
Nursing, Board of	Tina Edlund
Occupational Therapy Licensing Board	Tina Edlund
Ocean Policy Advisory Council	Jason Miner
OEBB	Tina Edlund
Office of Private Health Partnerships	Tina Edlund
Opioid Issue	Jeff Rhoades
Parks and Recreation Department	Amira Streeter
Parole and Post-Prison Supervision, Board of	Heidi Moawad
Patient Safety Commission	Tina Edlund
PEBB	Tina Edlund
Pharmacy, State Board of	Tina Edlund
Physical Therapist Licensing Board	Tina Edlund
Police, Department of State	Heidi Moawad
Port of Portland	Jason Lewis-Berry
Ports (Coos Bay, Newport, others)	Brendan Finn
Psychiatric Security Review Board	Tina Edlund
Psychologist Examiners Board	Tina Edlund
Public Broadcasting, Oregon	Mary Moller
Public Defense Services Commission	Misha Isaak
Public Employees' Retirement System	Elana Pirtle-Guiney
Public Safety Standards & Training	Heidi Moawad
Public Utility Commission	Kristen Sheeran
Racing Commission	Jeff Rhoades
Radiologic Technology, Board of	Tina Edlund
Real Estate Agency	Vacant

Policy Areas/Agencies	Policy Advisor
Resilience Officer, State	Mike Harryman
Revenue, Department of	Gina Zejdliik
Secretary of State	Gina Zejdliik
Speech Pathology & Audiology, Board of	Tina Edlund
Student Assistance Commission, Oregon	Lindsey Capps
Supreme Court	Misha Isaak
Tax Practitioners, State Board of	Lisa Howard
Teacher Standards and Practices Commission	Lindsey Capps
Tracktown/ Oregon 21	Jason Lewis-Berry
Transportation, Department of	Brendan Finn
Travel Oregon	Jason Lewis-Berry
Treasurer, State	Gina Zejdliik
Tribal Matters (Gov't to Gov't Relations)	Misha Isaak
University System, Oregon	Lindsey Capps
Veterans' Affairs, Department of	Nakeia Daniels
Veterinary Medical Examining Board	Tina Edlund
Water Resources Department	Amira Streeter
Watershed Enhancement Board, Oregon	Amira Streeter
Workforce Investment Board	Elana Pirtle-Guiney
Youth Authority, Oregon	Heidi Moawad

From: [CAPPS Lindsey D * GOV](#)
To: [BLUHM Angela - CEEdO](#)
Cc: [MYERS Cheryl L - CEDO](#); [ROSSELLI Hilda - CEEdO](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: draft of affirmative action plan
Date: Thursday, August 23, 2018 4:58:55 PM

Thank you for your efforts here, Angela. I look forward to reading. Lindsey

On Aug 23, 2018, at 2:25 PM, BLUHM Angela - CEEdO <angela.bluhm@state.or.us> wrote:

Good afternoon,

Attached is a draft of the 2019-21 Affirmative Action Plan, which was heavily based on the last iteration, but you will note is a shorter version; there is a newly implemented plan for small agencies under 15 that asks for a much smaller AA Plan. I spoke with Nakeia yesterday afternoon to get her advice on creating a biennial set of goals with a sunset in place and she suggested putting language in that refers to a plan IF the sunset were to get lifted. As such, I did not lay down formal goals, but rather a plan for formal goals if the sunset gets lifted and eluded to the possibility of an equity focused position that could lead the effort upon continuation (based on Cheryl's proposed role). Please read and respond with feedback/updates by Sept 7th.

Best Regards,

Angela Bluhm, MBA

Research, Data, and Communications Coordinator | Chief Education Office
503-378-2761 | 255 Capitol Street NE, Salem, OR 97310 | angela.bluhm@state.or.us
education.oregon.gov

<!--[if !vml]--><!--[endif]--><[image003.jpg](#)><[image004.jpg](#)>
[image002.jpg](#)>

<Draft Affirmative Action Diversity and Inclusion Plan 8.23.18.docx>

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [KING Natalie * GOV](#); [FISHER Nikki * GOV](#)
Subject: RE: Back to school supply drive?
Date: Thursday, August 23, 2018 5:05:22 PM

We're not aware of any state-wide drives.

This Salem-Keizer Public Schools drive is the only one we know that is still ongoing:
<https://t.co/nAWMDIemB4>

KGW and KXL had drives that already ended. There may be other radio or TV stations planning some, but we're not aware of them.

If I find out anything else I'll let you know.



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 23, 2018 9:49 AM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Cc: KING Natalie * GOV <Natalie.KING@oregon.gov>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Back to school supply drive?

Hi Marc,

We are looking to put together a social media post next week that has a call to action of donating school supplies. Is there a donation drive that ODE is supporting, or recommends supporting?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: [CAPPS Lindsey D * GOV](#)
To: [BOYLES Stormy * GOV](#); [ANDREW Jennifer J * GOV](#)
Cc: [BLOSSER Nik * GOV](#); [BHATT Pooja * GOV](#)
Subject: RE: Superintendents' Meeting
Date: Thursday, August 23, 2018 5:08:03 PM

Hi Stormy,

The 8:30-9:30 timeslot on September 17th is the time COSA has selected. I want to make sure this works for Nik.

I will send you an invite list by the morning.

Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green
503.373.1283
debbie.green@state.or.us

From: BOYLES Stormy * GOV
Sent: Monday, August 20, 2018 2:01 PM
To: CAPPS Lindsey D * GOV; ANDREW Jennifer J * GOV
Cc: BLOSSER Nik * GOV; BHATT Pooja * GOV
Subject: RE: Superintendents' Meeting

Hi Lindsey,

Yes, the Governor will be here in Salem on Sept. 17th and could do 8:30 – 9:30 am or 4:00 – 5:00 pm which I think would work for Nik. O

Or the morning of Sept. 18th. Do you want to check with Colt to see if that works? Jen, will Nik be going to all of ELT on the 18th or could we add a meeting that am?

Thanks,

Stormy Boyles
Scheduler and Executive Assistant
Office of Governor Kate Brown

900 Court Street NE, Salem, OR 97301 | phone: 503-378-6307 | stormy.boyles@oregon.or.us

From: CAPPS Lindsey D * GOV
Sent: Monday, August 20, 2018 12:39 PM
To: BOYLES Stormy * GOV <Stormy.BOYLES@oregon.gov>
Cc: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; BHATT Pooja * GOV

<Pooja.BHATT@oregon.gov>

Subject: Superintendents' Meeting

Hi Stormy,

I am following-up on a request of the Governor to set another meeting with her and school district superintendents this Fall. In connecting with COSA, they have identified September as the best month for this meeting. The two prior meetings have been 1-hour, and we would need the same amount of time, if possible, for this meeting. We would expect about 20 superintendents.

If a specific date and time is possible in September, I would just want to make sure this lines up for both Nik and Colt Gill to attend.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green

503.373.1283

debbie.green@state.or.us

From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Cc: [POLALES Jack * GOV](#); [PAIR Chris * GOV](#)
Subject: FW: Video from this morning?
Date: Thursday, August 23, 2018 5:11:03 PM

Nikki, Natalie, for your review and consideration during recovery month.

Chris, just wanted to share. Tina, Jeff, and I all thought the Governor did an excellent job of delivery on this one.

From: "Gardner, Jeremiah" <JJGardner@hazeldenbettyford.org>
Date: Friday, August 17, 2018 at 9:57 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: Rob Hahn <hahnpub@qwestoffice.net>, Mike Marshall <mike@oregonrecovers.org>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, "Hansen, Jordan" <JHansen@hazeldenbettyford.org>, "VanHoof, Kris" <KVanHoof@hazeldenbettyford.org>
Subject: RE: Video from this morning?

Kate,

The video should be finished uploading within the next hour and can be accessed here:

<https://www.dropbox.com/s/887ar8xa0u6ledg/HOPE18-Gov-Brown.mp4?dl=0>

Technical notes from the videographer Dan Kaufman:

- I included the emcee background comments and introduction of the Governor. Of course, this can all be cut as desired.
- Left audio channel is direct from the soundboard and the right channel is from a mic on the podium
- The video was compressed with the H.264 codec 1920x1080p and should work well on YouTube, Facebook, etc.
- Also, I do have a second shot of the governor from the right side and closer. If her office or anyone wants me to edit it together and/or master the audio please let me know.

Thank you and the Governor for everything yesterday, leading up to yesterday and yet to come.

Gratefully,

Jeremiah Gardner, MA, LADC

Director, Communications and Public Affairs

Hazelden Betty Ford Foundation

Desk: 651-213-4231 Mobile: 952-232-8109

www.HBFInstitute.org

jjgardner@hazeldenbettyford.org

Twitter: [@HBFInstitute](https://twitter.com/HBFInstitute)

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From: KONDAYEN Kate * GOV [mailto:Kate.KONDAYEN@oregon.gov]
Sent: Thursday, August 16, 2018 9:49 PM
To: VanHoof, Kris <KVanHoof@hazeldenbettyford.org>
Cc: Gardner, Jeremiah <JGardner@hazeldenbettyford.org>; Rob Hahn <hahnpub@qwestoffice.net>; Mike Marshall <mike@oregonrecovers.org>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>; Hansen, Jordan <JHansen@hazeldenbettyford.org>
Subject: Re: Video from this morning?

Thank you all so much, we are looking forward to seeing it. Thanks for organizing a great event.

From: "VanHoof, Kris" <KVanHoof@hazeldenbettyford.org>
Date: Thursday, August 16, 2018 at 3:53 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: "Gardner, Jeremiah" <JGardner@hazeldenbettyford.org>, Rob Hahn <hahnpub@qwestoffice.net>, Mike Marshall <mike@oregonrecovers.org>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, "Hansen, Jordan" <JHansen@hazeldenbettyford.org>
Subject: Re: Video from this morning?

My apologies for the cross-sending of messages!

Jeremiah will be following up as soon as we can to give you access to the footage Kate.

Thank you,

Kris

Sent from my iPhone

On Aug 16, 2018, at 3:20 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Yes please, thank you!

From: "Gardner, Jeremiah" <JGardner@hazeldenbettyford.org>
Date: Thursday, August 16, 2018 at 1:35 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: Rob Hahn <hahnpub@qwestoffice.net>, Mike Marshall <mike@oregonrecovers.org>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>,

"Hansen, Jordan" <JHansen@hazeldenbettyford.org>, "VanHoof, Kris" <KVanHoof@hazeldenbettyford.org>, "Gardner, Jeremiah" <JJGardner@hazeldenbettyford.org>

Subject: Re: Video from this morning?

Hi Kate. Yes, we have someone shooting the whole event. I should be able to share that raw footage with you as early as tomorrow, if you'd like.

Sent from my iPhone

On Aug 16, 2018, at 1:21 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks. Does anyone have original footage of the entire thing?

Sent from my iPhone

On Aug 16, 2018, at 1:20 PM, Rob Hahn <hahnpub@qwestoffice.net> wrote:

Here's a link to a story KGW-TV did about HOPE. It includes clips from the governor and Dr. Marvin Seppala, chief medical officer at the Hazelden Betty Ford Foundation.

<https://www.kgw.com/video/news/gov-brown-targets-drug-addiction-were-last-in-the-nation-in-treatment-access/283-8222403>

From: KONDAYEN Kate * GOV
Sent: Thursday, August 16, 2018 3:13 PM
To: Rob Hahn ; Gardner, Jeremiah
Cc: Mike Marshall ; FISHER Nikki * GOV ; Hansen, Jordan ; VanHoof, Kris
Subject: Video from this morning?

Hi all,

Does anyone have good footage of the Governor's remarks? We'd love to excerpt on social and also just to have on file.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown

O: 503.378.6496 | **M:** 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Cc: [KING Natalie * GOV](#); [FISHER Nikki * GOV](#)
Subject: Re: Back to school supply drive?
Date: Thursday, August 23, 2018 5:13:23 PM

Thanks, Marc! Nikki, Natalie, please let Marc know what we ultimately decide, and perhaps ODE can amplify via their social?

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Thursday, August 23, 2018 at 5:05 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KING Natalie * GOV <Natalie.KING@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: RE: Back to school supply drive?

We're not aware of any state-wide drives.

This Salem-Keizer Public Schools drive is the only one we know that is still ongoing:
<https://t.co/nAWMDIemB4>

KGW and KXL had drives that already ended. There may be other radio or TV stations planning some, but we're not aware of them.

If I find out anything else I'll let you know.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 23, 2018 9:49 AM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Cc: KING Natalie * GOV <Natalie.KING@oregon.gov>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Back to school supply drive?

Hi Marc,

We are looking to put together a social media post next week that has a call to action of donating school supplies. Is there a donation drive that ODE is supporting, or recommends supporting?

Best,

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [KING Natalie * GOV](#); [FISHER Nikki * GOV](#)
Subject: RE: Back to school supply drive?
Date: Thursday, August 23, 2018 5:15:28 PM

Yes, happy to.

Just let us know.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 23, 2018 5:13 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Cc: KING Natalie * GOV <Natalie.KING@oregon.gov>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Re: Back to school supply drive?

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Marc Siegel
Communications Director
Oregon Department of Education



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From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 23, 2018 9:49 AM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Cc: KING Natalie * GOV <Natalie.KING@oregon.gov>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Back to school supply drive?

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Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: FW: OPB questions: Dyslexia for Fall 2018
Date: Thursday, August 23, 2018 5:28:31 PM

FYI.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>
Sent: Thursday, August 23, 2018 11:06 AM
To: carrie.thomas-beck@state.or.us
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: OPB questions: Dyslexia for Fall 2018

Hi Carrie,

I'm looking for the most up-to-date information from ODE regarding this fall's implementation of state dyslexia laws.

- 1.) Is there more recent guidance related to screening kindergarteners and first graders than the dyslexia [screening plan from Sept. 2016](#)?
- 2.) Is this [FAQ](#) (from Jan. 2017) the most up-to-date general advice for schools and parents?
- 3.) When might parents expect to hear the results of the school screening?
- 4.) Is there a standard letter or language that school districts are expected to use when they tell parents that their children may be dyslexic? Can you share that?
- 5.) Is ODE tracking, or aware of, how school districts are doing with regard to ensuring each school with elementary-aged students has at least one teacher trained in dyslexia?
- 6.) Has ODE received any communication from school districts asking for waivers or exemptions from any of the dyslexia rules? If so, please list the district, what was requested, and how ODE has responded.
- 7.) What is the status of colleges of education incorporating dyslexia training into their support for pre-service educators?

I would love answers to these questions by some time tomorrow, if at all possible. I'm hoping that

for Carrie these will be relatively easy to answer, given her familiarity with the subject (though I also realize this is a busy time of year!).

Thanks,

Rob

--

Rob Manning
OPB Radio News
rmanning@opb.org
office: (503) 293-4004
cell: (503) 702-1264

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Very drafty remarks
Date: Thursday, August 23, 2018 5:29:02 PM

Not finished but open to feedback. Will get final from Lindsey and Pooja soon.

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jC0V9BaeHTtQ/edit?usp=sharing>

From: [CAPPS Lindsey D * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: FW: New draft
Date: Thursday, August 23, 2018 5:44:06 PM
Attachments: [8.23.18 HS Graduation White Paper5pm version.docx](#)

Here is the latest draft.

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: BHATT Pooja * GOV
Sent: Thursday, August 23, 2018 5:16 PM
To: CAPPS Lindsey D * GOV
Subject: New draft

Updated based on feedback. Play close attention to:

- The header – just took a stab at it. Feel free to edit.
- I added the second paragraph in Vision is the attempt at the exec summary. We don't talk much about culturally responsive curriculum except the end re: NA curriculum. So let me know if that is a problem or feel free to edit.
- P 6., first bullet under accomplishments. Reworded. Made it consistent with the press release that Colt sent me today when this was announced
- P. 8-9 – I broke up the safe school section. Not sure how well that works. Added a facilities sub bullet too...
- P. 10 – last paragraph that you sent me. I made some minor tweaks to your data paragraph to make it fit with the paper. Feel free to revert back to what you sent me.

Let me know if you see any other flags. Feel free to send it on to Nik and others. I will probably do another read through. Should we send this version to the Ed Cabinet? I'll leave that to you unless you think I should do it.

Pooja Bhatt

Education Policy Advisor | Office of Governor Kate Brown
(503) 378-5540

For scheduling, please contact my assistant:
Jarrod Shaw at 503-378-5884 or jarrod.shaw@oregon.gov

Early Start. Smaller Class Sizes. Longer School Years. Tools for Teachers.

Vision and goal

Education is a necessary building block for prosperity and a pathway out of poverty. Quality education is a key to providing students with options after they graduate high school with paths toward living wage jobs and continued education. **Governor Brown envisions an Oregon where every student graduates high school with a path for their future.**

Governor Brown's plan to improve Oregon's schools means setting early and solid foundations with universal access to high-quality preschool for the highest-need kids, and individualized attention with manageable class sizes in kindergarten through 3rd grade. As they progress throughout middle and high school, Oregon students should also have a jump-start toward a college degree or hands-on career-connected learning tied to a job in their community. All students, regardless of what grade they are in, should have a longer school year closer to national norms, a safe school environment that supports learning, and culturally-responsive curriculum that engages students from diverse backgrounds. Their teachers need tools and professional supports – designed by educators, for educators.

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, Governor Brown is prioritizing education as an area for new investment targeted at improving education outcomes across the state, especially for children who have historically faced the most institutional barriers to accessing quality services - children of color, children with disabilities, low-income children, and English Language Learners.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90%

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.²

In national comparisons, Oregon’s average four-year graduation rate lags behind most other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years, and up 7 percentage points for historically underserved students. Still, there is much work to do to ensure those who face an achievement gap are supported to achieve at their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s *Practice to Improve Student Achievement* (2017), students’ poverty status is closely correlated with student engagement and student achievement. “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”. We know that brain and cognitive development is affected by Adverse Childhood Experiences (ACEs), of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool³ and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor⁵. The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to**

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

³ EdBuild, 2016

⁴ Duncan & Magnuson. 2011; Reardon, 2011

⁵ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>

what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.

Best Practices

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical or dental appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶

To be successful in an under-resourced environment, we must identify best practices and invest in them. Here is a summary:

Remove Barriers to School Readiness: Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷ It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹ The problem is that the availability and cost of these opportunities are out of reach for many

⁶ Quality Education Model Report, 2018

⁷ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

Oregon families. Oregon’s preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country¹¹.

Give the Youngest Students Personalized Attention: The average elementary school class size is in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas¹². This class size sends the wrong message to families and teachers about the importance of our youngest students. Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes¹³, especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on-time (in four years) and go to college.

Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

¹² Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

¹³ Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

¹⁴ Practices to Improve the Achievement of Students in Poverty, 2017

¹⁵ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf

and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶ Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

Engage & Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don’t participate in CTE programs.¹⁷ Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁸

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in her 5-year plan:

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office’s *2018 Educator Equity Report* and the recognition that Oregon’s students are projected to become increasingly racially and ethnically diverse, the Council

¹⁶ Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf

¹⁷ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Course-taking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

¹⁸ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf

is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.

- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁹ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.²⁰

Recent Accomplishments

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

- **Graduation rate disparities between students have narrowed under Governor Brown's leadership.** As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.
- **Investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.
- **In 2015, the Governor doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.

¹⁹ Ibid.

²⁰ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf

- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program under Governor Brown’s leadership, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.** New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Plan

Governor Brown’s plan for ensuring that every student graduates high school with a plan for the future is informed by student voice and experience, and the insights and expertise gleaned by parents, educators and communities across Oregon. It is also grounded in best practice research, data-driven analysis, and what we know works from innovative improvement strategies, student-centered practices and critical partnerships emerging within schools, communities and between sectors of education. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the “whole child” including transitions to kindergarten, safety in schools, professional supports to educators, culturally relevant and hands-on learning opportunities, and funding structures and systems that align practices and programs across the education continuum from preschool to college and career. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

The Governor’s plan for investments in our education system are as follows:

1. **High-quality preschool for low-income students.** Decades of research is clear- children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool to an additional 10,000 children from

low-income families and with developmental delays and disabilities in the next biennium, with a goal of serving all 40,000 of this group of children by 2025.

2. **Manageable class sizes in grades K-3.** In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in 1st grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).
3. **Require a 180-day school year:** We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.
4. **Ensure safe schools.**
 - a. School Climate:
 - i. Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Deputy Superintendent has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.
 - ii. Students have needs for support that go well beyond the classroom walls. We will target new investment in schools to enhance schools' capacity to provide critical counseling supports, wrap-around services to students and their families, and enhance trauma-informed social and emotional learning.
 - b. Facilities: As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. Governor Brown will continue to

fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.

5. Invest in Career and Technical Education (CTE) and postsecondary pathways. We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to career-technical education (CTE) and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.
- c. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.

6. Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected over the next five years to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.
 - b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.
7. **Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes.** Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district-level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver. In achieving her vision that every student graduate with a plan for their future, Governor Brown will work to ensure a shared-commitment between the State and our local schools and communities to close persistent gaps in opportunity and achievement, prioritizing the needs of students with disabilities, students navigating poverty, and students of color. This in part means ensuring that existing State strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of our local schools.

Using data to drive policy will be a key point of Governor Brown’s plan to ensure that we’re investing our funds wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from the Oregon State education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points (and associated policies and programs) most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/youth engagement, and ensure that we are closing the achievement gap.

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

The initiatives above will require a significant investment by Oregonians. There are a number of efforts by the Legislature, the business community, and educators to identify funding sources, including the Joint Committee on Student Success, the Oregon Business Plan and the new Common Good initiative. I look forward to working with these groups to determine the best path forward for funding these critical investments.

Contact:

Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor, Office of Governor Kate Brown

Commented [NB1]: I added this and think we need to say something to this effect. Chris Pair please comment.

Commented [BP*G2R1]: ID'ed next step is that Chris will refine

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From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: FW: OSBA interview request
Date: Thursday, August 23, 2018 5:49:57 PM

Jake's deadline is early next week.

From: RUDY Peter - ODE <peter.rudy@ode.state.or.us>
Sent: Thursday, August 23, 2018 11:44 AM
To: SIEGEL Marc - ODE; GILL Colt - ODE
Subject: OSBA interview request

Jake Arnold who writes stories for OSBA wants to talk with someone about the instructional time policy in Oregon. Do we think it's long enough, should kids be in class longer, that sort of thing. I said I would send it up the chain of command, so to speak.

Peter J. Rudy
Public Affairs Specialist
Office of the Deputy Superintendent
O: 503.947.5920 | C: 503.385.3350
Peter.Rudy@state.or.us | www.oregon.gov/ode



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From: [SIEGEL Marc - ODE](#)
To: [MORAWSKI Lisa - CEDO](#); [KONDAYEN Kate * GOV](#)
Subject: FW: Rules on private donations?
Date: Thursday, August 23, 2018 6:08:16 PM



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: RUDY Peter - ODE
Sent: Thursday, August 23, 2018 4:03 PM
To: shasta@PortlandTribune.com
Cc: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Subject: RE: Rules on private donations?

Shasta,

Here is the answer from our Chief of Staff Cindy Hunt: No rules. However if the donation had the effect of creating an inequitable situation the district may run afoul of laws like Title IX. For example a new football field that only boys will use while the girls soccer team is using an old field full of gopher holes.

Peter J. Rudy
Public Affairs Specialist
Office of the Deputy Superintendent
O: 503.947.5920 | C: 503.385.3350
Peter.Rudy@state.or.us | www.oregon.gov/ode



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From: shasta@PortlandTribune.com <shasta@PortlandTribune.com>
Sent: Thursday, August 23, 2018 2:09 PM
To: ode.communications@state.or.us
Subject: Rules on private donations?

Hello,

Are there any restrictions on private donations to public K-12 schools? For example, could a company, foundation, or individual give money to build a wing of a high school? Or are donations

restricted to programming? What about equipment, like a computer lab or a 3D printer?

I would need this information by EOD Friday for inclusion in my story. Thank you,

--

Shasta Kearns Moore

Reporter

Portland Tribune

Desk: 971-204-7864

[@ShastaKM](#) [@ThePortlandTrib](#)



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From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Rules on private donations?
Date: Thursday, August 23, 2018 6:11:24 PM

Thanks!

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Thursday, August 23, 2018 at 6:08 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Rules on private donations?



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

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To: shasta@PortlandTribune.com
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Subject: RE: Rules on private donations?

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I would need this information by EOD Friday for inclusion in my story. Thank you,

--

Shasta Kearns Moore

Reporter

Portland Tribune

Desk: 971-204-7864

[@ShastaKM](#) [@ThePortlandTrib](#)



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From: [LESLIE Berri * GOV](#)
To: [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#)
Subject: FW: NEWS RELEASE: Governor Kate Brown Announces Director of the Oregon Department of Veterans' Affairs (ODVA)
Date: Thursday, August 23, 2018 6:53:06 PM

Well done!

From: Governor Kate Brown Press Office [mailto:governors.press=das.state.or.us@mail230.wdc02.mcdlv.net] **On Behalf Of** Governor Kate Brown Press Office
Sent: Thursday, August 23, 2018 12:53 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: NEWS RELEASE: Governor Kate Brown Announces Director of the Oregon Department of Veterans' Affairs (ODVA)

Governor Kate Brown's Press Office

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NEWS RELEASE

August 23, 2018

Media Contact:
[Nikki Fisher](#), 503-689-2509

Governor Kate Brown Announces Director of the Oregon Department of Veterans' Affairs (ODVA)

(Salem, OR) — Governor Kate Brown today announced the appointment of Kelly Fitzpatrick as the director of the Oregon Department of Veterans' Affairs (ODVA), effective September 4, 2018.

"I am thrilled to welcome Kelly as our new ODVA director. Kelly's unique skill set makes her a perfect fit to reach Oregon's diverse community of veterans," Governor Brown said. "I look forward to welcoming Kelly, who brings deep military, executive-level, and leadership experiences that will ensure our state services are responsive to the needs of all Oregonian veterans."

Currently, Fitzpatrick serves as U.S. Senator Jeff Merkley's Constituent Services Representative for Veterans' and Military issues. Before working for Senator Merkley, she worked in the office of the Under Secretary of Defense for Intelligence with the Department of Defense. Fitzpatrick also served in the National Security Agency in the Legislative Affairs Office as Congressional Liaison. She is a retired Army major. During her military service she held various command and staff positions in the US and abroad, and was the Public Affairs Officer for the 3rd Infantry Division in Fort Stewart, Georgia. Fitzpatrick also served as Adjutant General for the 19th Support Command in South Korea.

Fitzpatrick holds a law degree from University of Maryland School of Law, a master's from Johns Hopkins University, and a bachelor's degree from Boston University. Fitzpatrick has received the Secretary of Defense Meritorious Civilian Service Award, the Office of the Secretary of Defense Medal for Exceptional Civilian Service, and was appointed as a Presidential Management Fellow. In military service, Fitzpatrick received numerous military awards and decorations including the Meritorious Service Medal, Army Commendation Medal, Army Achievement Medal, Southwest Asia Service Medal, and Parachutist Badge.

###

www.governor.oregon.gov

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[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

This email was sent to Berri.Leslie@oregon.gov

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Oregon Office of the Governor · 254 State Capitol · 900 Court Street NE · Salem, Oregon 97301 · USA

From: [KONDAYEN Kate * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: Draft remarks
Date: Thursday, August 23, 2018 7:09:35 PM

I still have some holes but structure is pretty clear, I think. Please feel free to make changes as suggestions in tracked changes.

One thing I want to flag is that the Madison grad rates jump that I see online are closer to 6.5 or 7 percent, not the 8 percent jump that ODE flagged for us. Something I will track down but please let me know if you know more.

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jC0V9BaeHTtQ/edit>

Thanks!
Kate

From: [KLEIN Rosa * GOV](#)
To: [CHEANG Sophorn * GOV](#)
Cc: [BLOSSER Nik * GOV](#); [FINN Brendan * GOV](#); [ZEJDLIK Gina * GOV](#); [LESLIE Berri * GOV](#); [CAMPOS Shelby * GOV](#); [ANDREW Jennifer J * GOV](#)
Subject: Re: updated policy advisor assignments
Date: Thursday, August 23, 2018 7:13:36 PM

Looks good to me

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, [503-378-8472](tel:503-378-8472)
Rosa.klein@oregon.gov
Pronouns: she/her/hers

On Aug 23, 2018, at 4:56 PM, CHEANG Sophorn * GOV <Sophorn.CHEANG@oregon.gov> wrote:

I don't have any questions, Nik. Thank you.

Sophorn

From: BLOSSER Nik * GOV
Sent: Thursday, August 23, 2018 4:50 PM
To: CHEANG Sophorn * GOV; KLEIN Rosa * GOV; FINN Brendan * GOV
Cc: ZEJDLIK Gina * GOV; LESLIE Berri * GOV; CAMPOS Shelby * GOV; ANDREW Jennifer J * GOV
Subject: updated policy advisor assignments

Sophorn, Rosa, Brendan – Would you please take a look at the highlighted attached and let me know if you have any questions? I made a few changes to assign things to Sophorn, and also Brendan making sure you knew the Maritime Pilots were yours.

Thanks – Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Fwd: New draft
Date: Thursday, August 23, 2018 7:15:36 PM
Attachments: [8.23.18 HS Graduation White Paper5pm version.docx](#)
[ATT00001.htm](#)

Sent from my iPhone

Begin forwarded message:

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: August 23, 2018 at 5:44:04 PM PDT
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: FW: New draft

Here is the latest draft.

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: BHATT Pooja * GOV
Sent: Thursday, August 23, 2018 5:16 PM
To: CAPPS Lindsey D * GOV
Subject: New draft

Updated based on feedback. Pay close attention to:

- The header – just took a stab at it. Feel free to edit.
- I added the second paragraph in Vision is the attempt at the exec summary. We don't talk much about culturally responsive curriculum except the end re: NA curriculum. So let me know if that is a problem or feel free to edit.
- P 6., first bullet under accomplishments. Reworded. Made it consistent with the press release that Colt sent me today when this was announced
- P. 8-9 – I broke up the safe school section. Not sure how well that works. Added a facilities sub bullet too...
- P. 10 – last paragraph that you sent me. I made some minor tweaks to your data paragraph to make it fit with the paper. Feel free to revert back to what you sent me.

Let me know if you see any other flags. Feel free to send it on to Nik and others. I will probably do another read through. Should we send this version to the Ed Cabinet? I'll leave that to you unless you think I should do it.

Pooja Bhatt

Education Policy Advisor | Office of Governor Kate Brown
(503) 378-5540

For scheduling, please contact my assistant:

Jarrold Shaw at 503-378-5884 or jarrod.shaw@oregon.gov

Early Start. Smaller Class Sizes. Longer School Years. Tools for Teachers.

Vision and goal

Education is a necessary building block for prosperity and a pathway out of poverty. Quality education is a key to providing students with options after they graduate high school with paths toward living wage jobs and continued education. **Governor Brown envisions an Oregon where every student graduates high school with a path for their future.**

Governor Brown's plan to improve Oregon's schools means setting early and solid foundations with universal access to high-quality preschool for the highest-need kids, and individualized attention with manageable class sizes in kindergarten through 3rd grade. As they progress throughout middle and high school, Oregon students should also have a jump-start toward a college degree or hands-on career-connected learning tied to a job in their community. All students, regardless of what grade they are in, should have a longer school year closer to national norms, a safe school environment that supports learning, and culturally-responsive curriculum that engages students from diverse backgrounds. Their teachers need tools and professional supports – designed by educators, for educators.

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, Governor Brown is prioritizing education as an area for new investment targeted at improving education outcomes across the state, especially for children who have historically faced the most institutional barriers to accessing quality services - children of color, children with disabilities, low-income children, and English Language Learners.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90%

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.²

In national comparisons, Oregon’s average four-year graduation rate lags behind most other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years, and up 7 percentage points for historically underserved students. Still, there is much work to do to ensure those who face an achievement gap are supported to achieve at their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s *Practice to Improve Student Achievement* (2017), students’ poverty status is closely correlated with student engagement and student achievement. “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”. We know that brain and cognitive development is affected by Adverse Childhood Experiences (ACEs), of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool³ and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor⁵. The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to**

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

³ EdBuild, 2016

⁴ Duncan & Magnuson. 2011; Reardon, 2011

⁵ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>

what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.

Best Practices

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical or dental appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶

To be successful in an under-resourced environment, we must identify best practices and invest in them. Here is a summary:

Remove Barriers to School Readiness: Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷ It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹ The problem is that the availability and cost of these opportunities are out of reach for many

⁶ Quality Education Model Report, 2018

⁷ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

Oregon families. Oregon’s preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country¹¹.

Give the Youngest Students Personalized Attention: The average elementary school class size is in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas¹². This class size sends the wrong message to families and teachers about the importance of our youngest students. Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes¹³, especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on-time (in four years) and go to college.

Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

¹² Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

¹³ Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

¹⁴ Practices to Improve the Achievement of Students in Poverty, 2017

¹⁵ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf

and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶ Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

Engage & Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don’t participate in CTE programs.¹⁷ Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁸

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in her 5-year plan:

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office’s *2018 Educator Equity Report* and the recognition that Oregon’s students are projected to become increasingly racially and ethnically diverse, the Council

¹⁶ Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf

¹⁷ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Course-taking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

¹⁸ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf

is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.

- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁹ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.²⁰

Recent Accomplishments

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

- **Graduation rate disparities between students have narrowed under Governor Brown's leadership.** As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.
- **Investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.
- **In 2015, the Governor doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.

¹⁹ Ibid.

²⁰ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf

- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program under Governor Brown’s leadership, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.** New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Plan

Governor Brown’s plan for ensuring that every student graduates high school with a plan for the future is informed by student voice and experience, and the insights and expertise gleaned by parents, educators and communities across Oregon. It is also grounded in best practice research, data-driven analysis, and what we know works from innovative improvement strategies, student-centered practices and critical partnerships emerging within schools, communities and between sectors of education. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the “whole child” including transitions to kindergarten, safety in schools, professional supports to educators, culturally relevant and hands-on learning opportunities, and funding structures and systems that align practices and programs across the education continuum from preschool to college and career. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

The Governor’s plan for investments in our education system are as follows:

1. **High-quality preschool for low-income students.** Decades of research is clear- children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool to an additional 10,000 children from

low-income families and with developmental delays and disabilities in the next biennium, with a goal of serving all 40,000 of this group of children by 2025.

2. **Manageable class sizes in grades K-3.** In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in 1st grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).
3. **Require a 180-day school year:** We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.
4. **Ensure safe schools.**
 - a. School Climate:
 - i. Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Deputy Superintendent has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.
 - ii. Students have needs for support that go well beyond the classroom walls. We will target new investment in schools to enhance schools' capacity to provide critical counseling supports, wrap-around services to students and their families, and enhance trauma-informed social and emotional learning.
 - b. Facilities: As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. Governor Brown will continue to

fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.

5. Invest in Career and Technical Education (CTE) and postsecondary pathways. We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to career-technical education (CTE) and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.
- c. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.

6. Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon’s public school teachers and principals will be connected over the next five years to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.
 - b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.
7. **Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes.** Governor Brown’s vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district-level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver. In achieving her vision that every student graduate with a plan for their future, Governor Brown will work to ensure a shared-commitment between the State and our local schools and communities to close persistent gaps in opportunity and achievement, prioritizing the needs of students with disabilities, students navigating poverty, and students of color. This in part means ensuring that existing State strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of our local schools.

Using data to drive policy will be a key point of Governor Brown’s plan to ensure that we’re investing our funds wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from the Oregon State education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points (and associated policies and programs) most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/youth engagement, and ensure that we are closing the achievement gap.

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

The initiatives above will require a significant investment by Oregonians. There are a number of efforts by the Legislature, the business community, and educators to identify funding sources, including the Joint Committee on Student Success, the Oregon Business Plan and the new Common Good initiative. I look forward to working with these groups to determine the best path forward for funding these critical investments.

Contact:

Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor, Office of Governor Kate Brown

Commented [NB1]: I added this and think we need to say something to this effect. Chris Pair please comment.

Commented [BP*G2R1]: ID'ed next step is that Chris will refine

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Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.

From: [BROWN Katherine * GOV](#)
To: [ISAAK Misha * GOV](#); [BLOSSER Nik * GOV](#)
Subject: FW: Oregon Lethal Injection Letter
Date: Thursday, August 23, 2018 8:43:27 PM
Attachments: [Oregon.pdf](#)

Misha,
Are you taking the lead on this?
Thanks KTB

From: Gurrera, Christine <christine.gurrera@sandoz.com>
Sent: Thursday, August 23, 2018 2:03 PM
To: BROWN Katherine * GOV <katherine.brown@oregon.gov>; ellen.rosenblum@doj.state.or.us; colette.s.peters@doc.state.or.us
Cc: ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>; steven.wolf@doj.state.or.us
Subject: Oregon Lethal Injection Letter

This email is sent on behalf of Michelle Quinn, Vice President, General Counsel, North America, Sandoz Inc.

Dear Governor Brown, Attorney General Rosenblum and Commissioner Peters,

I sent a letter to you on August 2, 2018 (attached) seeking the return of any Sandoz product that you may have obtained for use with the intent to effectuate capital punishment.

We reiterate our strong objection to the acquisition and misuse by governments, their employees and contractors of any of our medicines in the context of executions. Sandoz medicines are developed, manufactured and distributed to be used in the healthcare context to further public health. Their use in connection with executions is fundamentally contrary to this purpose, causing damage to the reputation of our drugs and of our company, as well as exposing our company to a range of risks.

Please provide us with a response. If you'd like to discuss this matter, we are happy to schedule a meeting.

Sincerely,

Michelle Quinn
Vice President, General Counsel, NA

T +1 609 720 6663
M +1 609 455 8085
michelle.quinn@sandoz.com
Assistant: Denise Malyska, denise.malyska@sandoz.com

August 2, 2018

URGENT
VIA FEDEX

Kate Brown
Office of Governor Kate Brown
State Capitol
900 Court Street NE, Room 254
Salem, OR 97301

Ellen Rosenblum
Office of the Attorney General
Justice Building
1162 Court Street, NE
Salem, OR 97301

Commissioner Colette S. Peters
Oregon Department of Corrections
2575 Centre Street NE
Salem, OR 97301-4667

Dear Governor Brown, Attorney General Rosenblum and Commissioner Peters:

We understand that certain States, through their correctional facilities, may have acquired or are attempting to acquire certain Sandoz medicines with the intent to misuse the medicine to effectuate capital punishment.

Sandoz, a division of Novartis, is a global leader in generic, biosimilar and other value added medicines which we develop, manufacture and distribute for use by the healthcare community to save and improve people's lives.

We reiterate our strong objection to the acquisition and misuse by governments, their employees and contractors of any of our medicines in the context of executions. Sandoz's medicines are developed, manufactured and distributed to be used in the healthcare context to further public health. Their use in connection with executions is fundamentally contrary to this purpose, causing damage to the reputation of our drugs and of our company, as well as exposing our company to a range of commercial risks, including litigation and potential shareholder disinvestment.

Given that the misuse of our medicines for executions has significant adverse impact on our business, Sandoz has imposed a system of strict distribution controls designed to prohibit the sale of its medicines to correctional facilities or otherwise for use in connection with lethal injection executions. These controls, which are costly to institute and implement, align with prevailing industry standards in the pharmaceutical sector and reflect our company's strict policy on ensuring the appropriate use of our medicines.

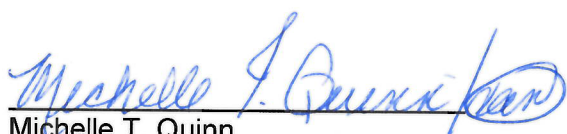
Specifically, Sandoz has entered into contractual agreements with distributors stipulating that Sandoz medicines are to be sold exclusively to medical users such as hospitals, consistent with approved product labeling. Sandoz also prohibits resale to parties such as correctional facilities or any other party intending to use or distribute Sandoz's medicines for purposes of lethal injection. Sandoz should not be forced against its business interest and business plan to suffer financial loss because a State wishes to misuse medicines for the unauthorized purpose of a lethal injection.

We write to communicate in the clearest possible terms that Sandoz objects to the misuse of Sandoz Cisatracurium, Anectine (Succinylcholine Chloride), Rocuronium Bromide or any other Sandoz product in the administration of capital punishment. If your state has purchased Sandoz Cisatracurium, Anectine (Succinylcholine Chloride), Rocuronium Bromide or any other Sandoz medicines for use in connection with lethal injection executions, we request that you immediately return the Sandoz medicines in exchange for a full refund.

We specifically do not waive and hereby reserve all of our rights to take necessary legal action to ensure the proper use of our medicines.

Please do not hesitate to contact me if you have any questions or if you would like to discuss this matter further.

Sincerely,



Michelle T. Quinn
Vice President, General Counsel, North America
Sandoz Inc.

Cc: Carol Lynch, President, Sandoz US, Head, North America
Kate Kulesher Jarecke, Director State Government Affairs
Misha Isaak, General Counsel, Governor
Steven Wolf, Chief Counsel of the General Counsel, DOC

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Subject: Timely Friday AM request
Date: Thursday, August 23, 2018 9:22:21 PM
Attachments: [Recommended High Schools - HSS Team.docx](#)
[Review of 6 POS\[1\].docx](#)

Hi Marc,

I need a timely favor tomorrow AM at your earliest convenience. Can you please help me fact-check the 8 percent year over year comparison at Madison that Lisa referenced below? I checked published data and saw it as being closer to 6.5, but I wasn't sure if I was looking in the right spots.

Thanks!

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Wednesday, July 25, 2018 at 8:43 PM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: Back to school info

Hey guys,

Attached is what we received from ODE. They also suggested Madison High School in Portland (graduation rate increased 8 percent in the most recent year over year comparison). If you guys could take a look and let me know if you want me to dig further into any, I'm happy to do that. These ideas definitely need more fleshing out and research before making a decision.

Lisa

Lisa Morawski
Public Affairs Director | Chief Education Office
503-510-5576 | lisa.morawski@state.or.us
education.oregon.gov

Clackamas

Canby

Rudyane Rivera-Lindstrom	riverar@canby.k12.or.us
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- Graduation Rate = 87.77%
- Graduation Rate for CTE Concentrators = 95.85%
- Approved HSS Plan

Estacada – Low graduation rate, but the increase for their CTE Concentrators might make them an interesting district to visit

Bill Blevins	blevinsb@estacada.k12.or.us
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- Graduation Rate = 53.71%
- Graduation Rate for CTE Concentrators = 77.5%
- Approved HSS Plan

North Clackamas

Leigh Anne Scherer	schererl@nclack.k12.or.us
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- Graduation Rate = 84.05%
- Graduation Rate for CTE Concentrators = 92.57%
- Approved HSS Plan

Multnomah

Centennial

Angela Hubbs	angela_hubbs@csd28j.org
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- Graduation Rate = 74.22%
- Graduation Rate for CTE Concentrators = 93.79%
- Approved HSS Plan

Corbett – Smaller district that does not have CTE Concentrator data, but their graduation rates among all student populations are higher than average

Randy Trani	rtrani@corbett.k12.or.us
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- Graduation Rate = 92.86%
- Graduation Rate for CTE Concentrators = N/A
- Ninth Grade on-Track = 95.87%

- Approved HSS Plan

Parkrose – Their Chronic Absenteeism rate is fairly high at 32% overall

Michael Lopes	lopesmic@parkrose.k12.or.us
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- Graduation Rate = 75.53%
- Graduation Rate for CTE Concentrators = 96.55%
- Approved HSS Plan

Washington

Beaverton

Janine Weir	Janine_Weir@beaverton.k12.or.us
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- Graduation Rate = 85.88%
- Graduation Rate for CTE Concentrators = 96.74%
- Approved HSS Plan

Hillsboro

Travis Reiman	reimant@hsd.k12.or.us
---------------	-----------------------

- Graduation Rate = 84.10%
- Graduation Rate for CTE Concentrators = 94.86%
- Approved HSS Plan

Sherwood

Gary Bennett	gbennett@sherwood.k12.or.us
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- Graduation Rate = 95.26%
- Graduation Rate for CTE Concentrators = 96.11%
- Approved HSS Plan

Eugene Area

Junction City

Dina Marschall	dmarschall@junctioncity.k12.or.us
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- Graduation Rate = 82.09%
- Graduation Rate for CTE Concentrators = 93.83%
- Approved HSS Plan

Pleasant Hill – Very low overall dropout rate; doing a lot around ninth grade on-track

Randy Fisher	rfisher@pleasanthill.k12.or.us
--------------	--------------------------------

- Graduation Rate = 87.91%
- Graduation Rate for CTE Concentrators = N/A
- Approved HSS Plan

Medford

Brian Shumate	brian.shumate@medford.k12.or.us
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- Graduation Rate = 78.07%
- Graduation Rate for CTE Concentrators 94.15%
- Approved HSS Plan

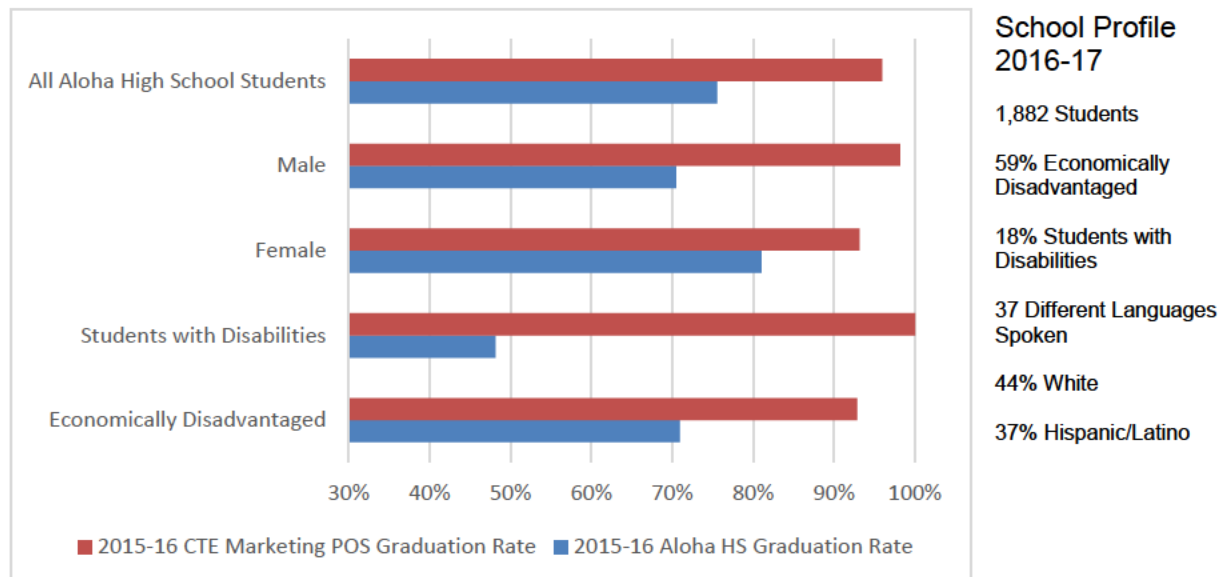
Bend-LaPine

Jay Mathisen	jay.mathisen@bend.k12.or.us
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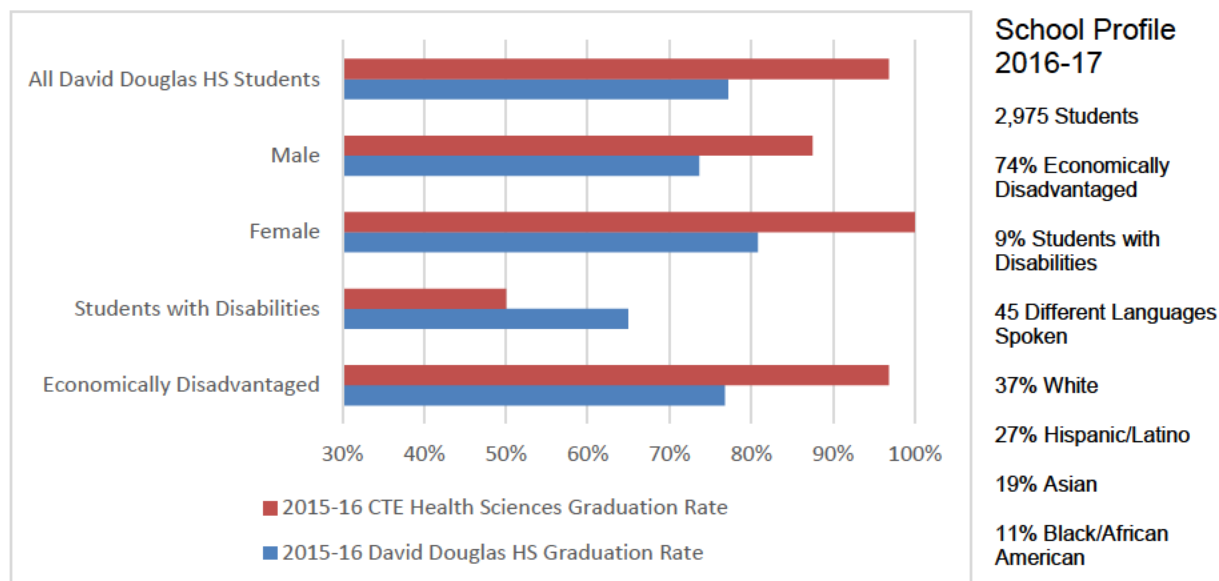
- Graduation Rate = 78.74%
- Graduation Rate for CTE Concentrators 91.75%
- Approved HSS Plan

Summary review of six CTE Programs of Study (POS) comparing school **graduation rates for all students** and those who completed a **specific CTE POS**. In all but two comparisons, CTE students graduated at a higher rate when compared to their high school cohorts.

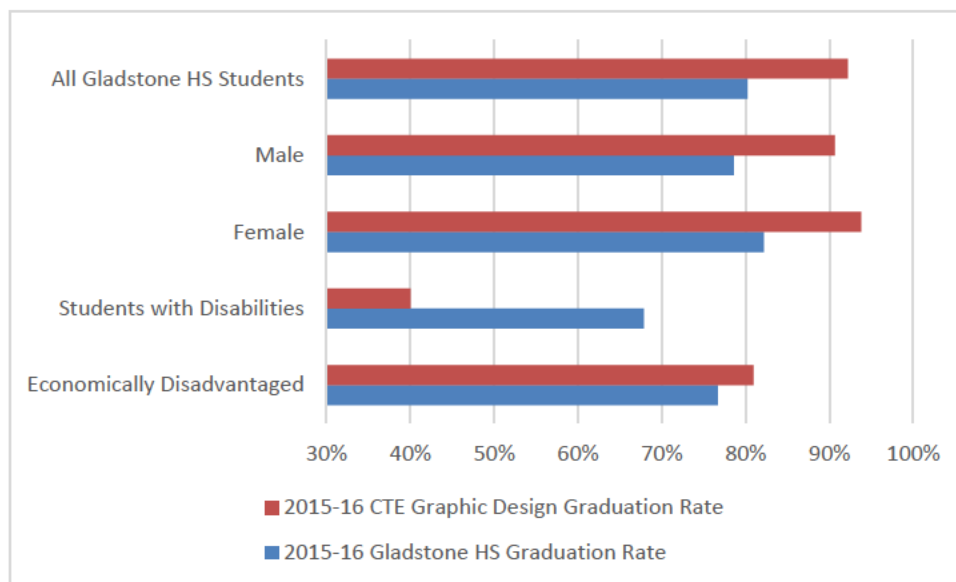
Aloha High School – Washington County *Marketing Program of Study*



David Douglas High School – Multnomah County *Health Sciences Program of Study*



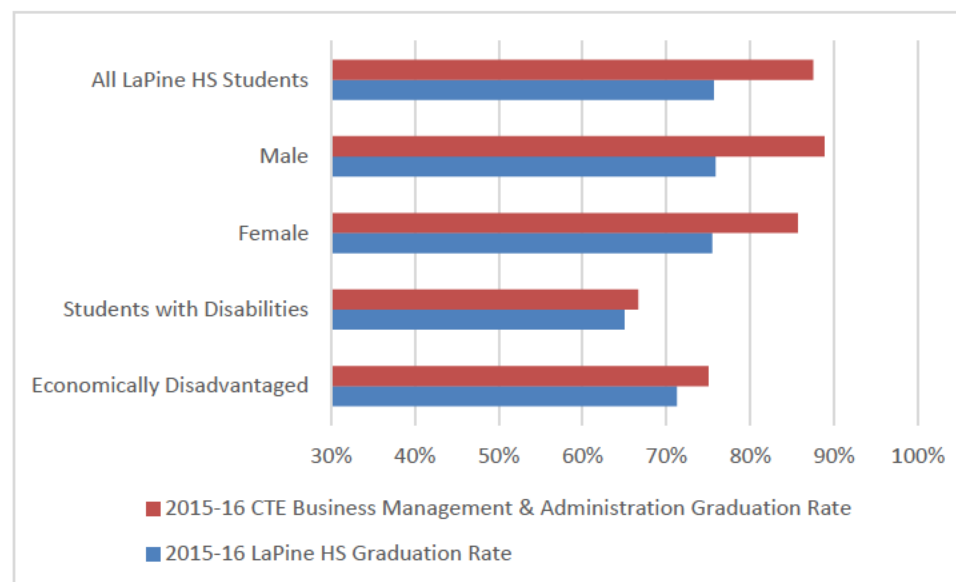
Gladstone High School – Clackamas County
Graphic Design Program of Study



**School Profile
2016-17**

663 Students
40% Economically Disadvantaged
11% Students with Disabilities
10 Different Languages Spoken
71% White
15% Hispanic/Latino

LaPine High School – Deschutes County
Business Management & Administration Program of Study

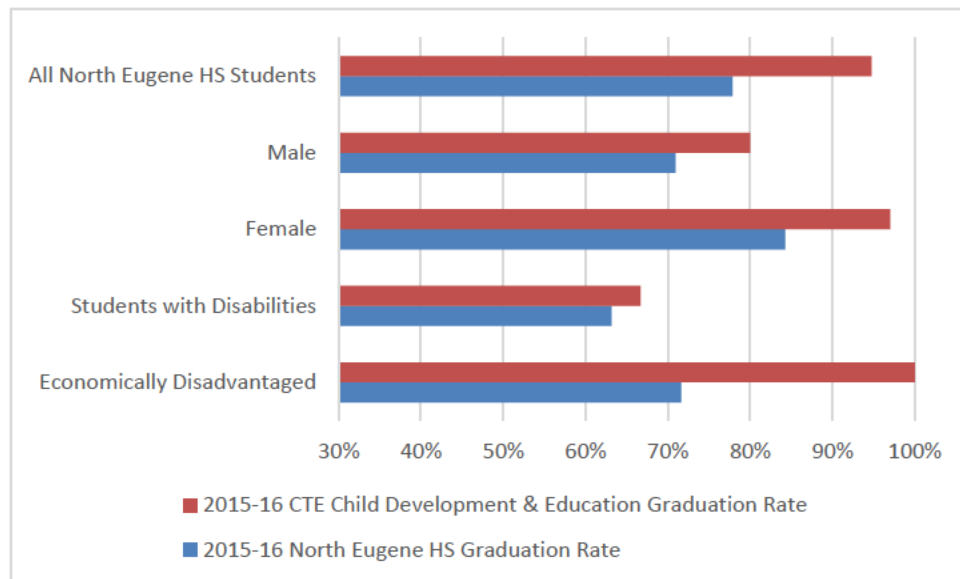


**School Profile
2016-17**

383 Students
55% Economically Disadvantaged
21% Students with Disabilities
4 Different Languages Spoken
86% White
6% Hispanic/Latino

North Eugene High School

Child Development & Education Program of Study

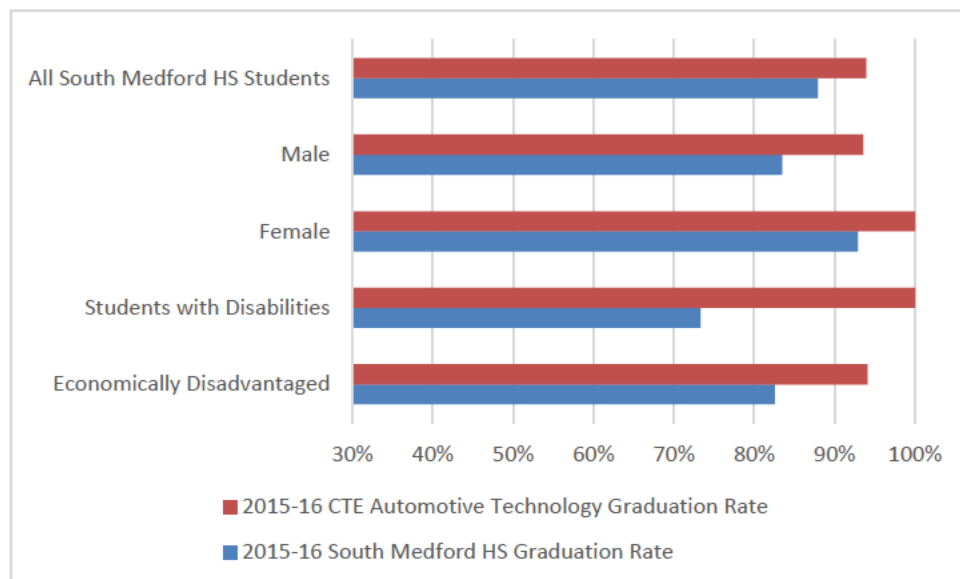


School Profile 2016-17

823 Students
59% Economically Disadvantaged
14% Students with Disabilities
12 Different Languages Spoken
68% White
20% Hispanic/Latino

South Medford High School

Automotive Technology Program of Study



School Profile 2016-17

1,662 Students
52% Economically Disadvantaged
8% Students with Disabilities
11 Different Languages Spoken
65% White
28% Hispanic/Latino

From: [CAPPS Lindsey D * GOV](#)
To: [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#); [KORESKI Debbie * GOV](#); [ZEJDLIK Gina * GOV](#); [PIRTLE-GUINEY Elana * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: RE: Latest draft: education whitepaper
Date: Thursday, August 23, 2018 9:31:15 PM
Attachments: [8.23.18 HS Graduation White Paper930pm \(1\).docx](#)

Debbie and Chris,

Please see last, slightly amended version from Pooja and I.

Lindsey

From: CAPPS Lindsey D * GOV
Sent: Thursday, August 23, 2018 3:21 PM
To: BLOSSER Nik * GOV; PAIR Chris * GOV; KORESKI Debbie * GOV; ZEJDLIK Gina * GOV; PIRTLE-GUINEY Elana * GOV
Cc: BHATT Pooja * GOV
Subject: RE: Latest draft: education whitepaper

Latest draft of the education whitepaper is enclosed.

From: BLOSSER Nik * GOV
Sent: Wednesday, August 22, 2018 11:12 PM
To: PAIR Chris * GOV; KORESKI Debbie * GOV; ZEJDLIK Gina * GOV; PIRTLE-GUINEY Elana * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV
Cc: ANDREW Jennifer J * GOV
Subject: Latest draft: education whitepaper

Hi – Here's the latest draft. After some relatively heavy editing, I decided to accept the changes from both Lindsey and myself, and instead I added a few comments that called out the most significant items that I think need further discussion.

I would like to have a call tomorrow mid-afternoon to discuss. Jen, can you please add Elana, Pooja and Lindsey to the 3:30pm call the rest of us have scheduled for tomorrow?

It's going to take all of us working very hard tomorrow and talking with a lot of stakeholders to get this done. I will say I am nervous about spending so much time travelling to and attending coastal caucus tomorrow and think any of you going should seriously consider cancelling your trips. I will be on the road to Salem by 7am tomorrow so feel free to call me between 7 and 8am if you want to discuss any of the edits or questions.

I sent this draft to the Governor tonight as well.

Thanks,

■ Nik

Nik Blosser
Chief of Staff

Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Governor Kate Brown
Policy Agenda

Every Oregon Student Engaged, Empowered and Future Ready

Vision and goal

Education is a necessary building block for prosperity and a pathway out of poverty. Quality education is a key to providing students with options after they graduate high school with paths toward living wage jobs and continued education. **Governor Brown envisions an Oregon where every student graduates high school with a path for their future.**

Governor Brown's plan to improve Oregon's schools means setting early and solid foundations with universal access to high-quality preschool for the highest-need kids, and individualized attention with manageable class sizes in kindergarten through 3rd grade. As they progress throughout middle and high school, Oregon students should also have a jump-start toward a college degree or hands-on career-connected learning tied to a job in their community. All students, regardless of what grade they are in, should have a longer school year closer to national norms, a safe school environment that supports learning, and culturally-responsive curriculum that engages students from diverse backgrounds. Their teachers need tools and professional supports – designed by educators, for educators.

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, Governor Brown is prioritizing education as an area for new investment targeted at improving education outcomes across the state, especially for children who have historically faced the most institutional barriers to accessing quality services - children of color, children with disabilities, low-income children, and English Language Learners.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90%

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.²

In national comparisons, Oregon’s average four-year graduation rate lags behind most other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years, and up 7 percentage points for historically underserved students. Still, there is much work to do to ensure those who face an achievement gap are supported to achieve at their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s *Practice to Improve Student Achievement* (2017), students’ poverty status is closely correlated with student engagement and student achievement. “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”. We know that brain and cognitive development is affected by Adverse Childhood Experiences (ACEs), of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool³ and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor⁵. The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to**

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

³ EdBuild, 2016

⁴ Duncan & Magnuson. 2011; Reardon, 2011

⁵ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>

what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.

Best Practices

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical or dental appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶

To be successful in an under-resourced environment, we must identify best practices and invest in them. Here is a summary:

Remove Barriers to School Readiness: Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷ It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹ The problem is that the availability and cost of these opportunities are out of reach for many

⁶ Quality Education Model Report, 2018

⁷ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

Oregon families. Oregon’s preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country¹¹.

Give the Youngest Students Personalized Attention: The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas¹². This class size sends the wrong message to families and teachers about the importance of our youngest students. Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes¹³, especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on-time (in four years) and go to college.

Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

¹² Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

¹³ Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

¹⁴ Practices to Improve the Achievement of Students in Poverty, 2017

¹⁵ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf

and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶ Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

Engage & Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don’t participate in CTE programs.¹⁷ Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁸

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in her 5-year plan:

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office’s *2018 Educator Equity Report* and the recognition that Oregon’s students are projected to become increasingly racially and ethnically diverse, the Council

¹⁶ Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf

¹⁷ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Course-taking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

¹⁸ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf

is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.

- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁹ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.²⁰

Recent Accomplishments

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

- **Graduation rate disparities between students have narrowed under Governor Brown's leadership.** As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.
- **Investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.
- **In 2015, the Governor doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.

¹⁹ Ibid.

²⁰ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf

- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program under Governor Brown’s leadership, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.** New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Plan

Governor Brown’s plan for ensuring that every student graduates high school with a plan for the future is informed by student voice and experience, and the insights and expertise gleaned by parents, educators and communities across Oregon. It is also grounded in best practice research, data-driven analysis, and what we know works from innovative improvement strategies, student-centered practices and critical partnerships emerging within schools, communities and between sectors of education. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the “whole child” including transitions to kindergarten, safety in schools, professional supports to educators, culturally relevant and hands-on learning opportunities, and funding structures and systems that align practices and programs across the education continuum from preschool to college and career. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

The Governor’s plan for investments in our education system are as follows:

1. **High-quality preschool for low-income students.** Decades of research is clear- children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool to an additional 10,000 children from

low-income families and with developmental delays and disabilities in the next biennium, with a goal of serving all 40,000 of this group of children by 2025.

2. **Manageable class sizes in grades K-3.** In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in 1st grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).
3. **Require a 180-day school year:** We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.
4. **Ensure safe and effective schools.**
 - a. School Climate: Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Deputy Superintendent has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.
 - b. Chronic Absenteeism and Drop-Out Prevention: Students have needs for support that go well beyond the classroom walls, all of which impact their ability to focus on school and attendance. Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment in schools to enhance schools' capacity to provide critical counseling supports, wrap-around services to students and their families, enhance trauma-informed social and emotional learning, and

effective implementation of early indicator and intervention systems.

- c. Facilities: As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. Governor Brown will continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.

5. Invest in Career and Technical Education (CTE) and postsecondary pathways. We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to career-technical education (CTE) and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.
- c. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this

support is best from community members that reflect the diversity of the students
- and b) provide career counseling and mentoring for students in high school.

d.

6. Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected over the next five years to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.
- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

7. Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes. Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district-level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver. In achieving her vision that every student graduate with a plan for their future, Governor Brown will work to ensure a shared-commitment between the State and our local schools and communities to close persistent gaps in opportunity and

achievement, prioritizing the needs of students with disabilities, students navigating poverty, and students of color. This in part means ensuring that existing State strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of our local schools.

Using data to drive policy will be a key point of Governor Brown’s plan to ensure that we’re investing our funds wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from the Oregon State education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points (and associated policies and programs) most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/youth engagement, and ensure that we are closing the achievement gap.

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

The initiatives above will require a significant investment by Oregonians. There are a number of efforts by the Legislature, the business community, and educators to identify funding sources, including the Joint Committee on Student Success, the Oregon Business Plan and the new Common Good initiative. I look forward to working with these groups to determine the best path forward for funding these critical investments.

Contact:

Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor, Office of Governor Kate Brown

Commented [NB1]: I added this and think we need to say something to this effect. Chris Pair please comment.

Commented [BP*G2R1]: ID’ed next step is that Chris will refine

From: [CAPPS Lindsey D * GOV](#)
To: [BHATT Pooja * GOV](#); [KONDAYEN Kate * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: RE: Draft remarks
Date: Thursday, August 23, 2018 9:39:06 PM

I offered some suggestions/comments in the doc based on Pooja's feedback. I agree that adding preschool would be great if it fits this context, as well as giving a nod to the pillars of M98 pursued at the school -- speaking to both career-connected learning and opportunities to access college in high school.

From: BHATT Pooja * GOV
Sent: Thursday, August 23, 2018 7:32 PM
To: KONDAYEN Kate * GOV; CAPPS Lindsey D * GOV
Cc: PAIR Chris * GOV
Subject: RE: Draft remarks

Hi Kate,
Thanks for putting this together for our review so quickly! I like it overall and have a couple questions/comments - feel free to take it or leave it:

-In the place where you talk about graduation dreams beginning on Graduation Day 2022, I actually wonder how motivating that is to hear for incoming freshman for whom 4 years may seem like a long slog. I'm certainly not a messaging pro but I wonder if it may be more compelling to have them hear that your dream starts today and to give them a sense of empowerment that encourages them to come to school tomorrow. This school, like all High schools, can access measure 98. To my knowledge, Madison has programs that meet all 3 pillars of it. I point that out only because it could make the idea of opportunity more tangible and let them know that opportunity starts today - seek out the opportunities that you have at this school to get exposed to careers - to test them out. To get exposed to college courses. If this sounds like a path you want to go down, I can help track down info on specific programs that the school might offer in that regard.

-I'm curious about the omission of preschool, but I understand that to an incoming HS freshman class t's not necessarily a compelling point. It is a huge component of the plan though, and it may be worth exploring how to fit that in.

-Madison is a very diverse school with a majority of students of color. It may be good to expand the culturally-responsive curriculum talking point and make it less adult-y (i.e. we want to make sure when you read books for your classes, that you see images of people who look like you, who reflect your cultures, and the cultures of your classmates.) Lindsey - do you have suggestions on this in particular? I don't have a good sense of where we are with implementation of the Tribal Ed and ethnic studies bills. But maybe we just keep it broad because the "we want to make sure" is a vision statement anyway? Just a question for us all.

-I'm wondering if we can talk about the rollout/timing of this speech, the white paper being published, and the web-ready version of the white paper. Is it all Monday?

Pooja

From: KONDAYEN Kate * GOV
Sent: Thursday, August 23, 2018 7:09 PM
To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV
Cc: PAIR Chris * GOV
Subject: Draft remarks

I still have some holes but structure is pretty clear, I think. Please feel free to make changes as suggestions in tracked changes.

One thing I want to flag is that the Madison grad rates jump that I see online are closer to 6.5 or 7 percent, not the 8 percent jump that ODE flagged for us. Something I will track down but please let me know if you know more.

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jC0V9BaeHTtQ/edit>

Thanks!

Kate

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Subject: Re: Timely Friday AM request
Date: Thursday, August 23, 2018 10:18:20 PM

Also, if the raw numbers behind the percent change could be calculated, that would be great. I'm trying to use both percentages and whole numbers in my remarks for the Madison back to school event.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 23, 2018 at 9:22 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Timely Friday AM request

Hi Marc,

I need a timely favor tomorrow AM at your earliest convenience. Can you please help me fact-check the 8 percent year over year comparison at Madison that Lisa referenced below? I checked published data and saw it as being closer to 6.5, but I wasn't sure if I was looking in the right spots.

Thanks!
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Wednesday, July 25, 2018 at 8:43 PM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: Back to school info

Hey guys,
Attached is what we received from ODE. They also suggested Madison High School in Portland (graduation rate increased 8 percent in the most recent year over year comparison). If you guys could take a look and let me know if you want me to dig further into any, I'm happy to do that. These ideas definitely need more fleshing out and research before making a decision.
Lisa

Lisa Morawski
Public Affairs Director | Chief Education Office

503-510-5576 | lisa.morawski@state.or.us
education.oregon.gov

From: [CALDERON Miriam - ELD](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: Fwd: DHS/ELD Eboard Letter
Date: Thursday, August 23, 2018 11:00:27 PM

FYI

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From: CRAGER Rick - ODE <rick.crager@ode.state.or.us>
Sent: Thursday, August 23, 2018 10:22:25 PM
To: STINSON CYNTHIA J; TATE Ben - ELD
Cc: BURKE Belit; MANDELL David P - ELD; TAYLOR Dawn - ELD; MOORE ERIC L; CALDERON Miriam - ELD; CRAGER Rick - ODE; BANEY WILLIAM
Subject: RE: DHS/ELD Eboard Letter

Cynthia. We typically use just the agency heads for our requests, but with ELD request we have typically added Miriam. We are covered with Colt's signature, but I will defer to Miriam if she is OK with just using the two agency heads.

I think it makes more sense to split it out like Eric proposed. We are still working on our numbers and position requests, but should have a final for our portion tomorrow. We can coordinate mid-afternoon to see where we are at in terms of final drafts. Lindsey Capps is convening a discussion with all of us and Governor's Office on Monday morning just to check in on our final position request before we submit. So we won't be able to be set for final signature until probably Monday morning.

Let me know if you have any questions

Rick



Rick Crager
Assistant Superintendent of Finance and Administration
Office of Finance and Administration
Ph: 503-947-5658 | Cell: 503-480-5531
rick.crager@state.or.us | www.oregon.gov/ode

From: Stinson Cynthia J <cynthia.j.stinson@state.or.us>
Sent: Thursday, August 23, 2018 2:46 PM

To: TATE Ben - ELD <ben.tate@state.or.us>

Cc: BURKE Belit <belit.burke@state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; MOORE ERIC L <eric.l.moore@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; CRAGER Rick - ODE <rick.crager@state.or.us>; BANEY WILLIAM <william.baney@state.or.us>

Subject: RE: DHS/ELD Eboard Letter

Ben, we have a draft with Fariborz for review – I am going to attach it here even though he hasn't ok'd it yet, Eric Moore has and it contains some structural changes to make the request more clear.

Essentially, it separates out the DHS and ELD asks and we are more comfortable with that. Also, can we decide on either Fariborz/Colt level signatures or Miriam/Kim level. Both seems like overkill and to include Miriam and not Kim doesn't seem right either. Thanks - Cynthia

From: TATE Ben - ELD [<mailto:ben.tate@state.or.us>]

Sent: Thursday, August 23, 2018 2:31 PM

To: Stinson Cynthia J <CYNTHIA.J.STINSON@dhsosha.state.or.us>

Cc: Burke Belit <Belit.BURKE@dhsosha.state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; CRAGER Rick - ODE <rick.crager@state.or.us>; Baney William <WILLIAM.BANEY@dhsosha.state.or.us>

Subject: DHS/ELD Eboard Letter

Cynthia,

Dawn asked me to connect with you to ensure you have the latest version of the Eboard letter for your review with DHS Leadership. Rick Crager at ODE will take the final version and prep it for signature. Please send any edits back to entire email thread.

Bill/Belit – David gave a quick summary of today's meeting and we added a very high level statement about what DHS will be doing with the new CCDF dollars. Please edit as needed.

Let me know if you have any questions,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ben.tate@state.or.us

fb.me/OREarlyLearning

From: [CALDERON Miriam - ELD](#)
To: [CRAGER Rick - ODE](#)
Cc: [CAPPS Lindsey D * GOV](#)
Subject: FW: Legal Authority for Baby Promise?
Date: Thursday, August 23, 2018 11:02:01 PM

FYI – here's our response to Cynthia.

From: CALDERON Miriam - ELD
Sent: Thursday, August 23, 2018 10:07 AM
To: MANDELL David P - ELD <david.p.mandell@ode.state.or.us>; TATE Ben - ELD <Ben.Tate@ode.state.or.us>
Cc: MICKELSON Sara - ELD <Sara.Mickelson@ode.state.or.us>
Subject: Re: Legal Authority for Baby Promise?

Thanks David. That sounds great.

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From: MANDELL David P - ELD <david.p.mandell@ode.state.or.us>
Sent: Thursday, August 23, 2018 10:05 AM
To: CALDERON Miriam - ELD; TATE Ben - ELD
Cc: MICKELSON Sara - ELD
Subject: RE: Legal Authority for Baby Promise?

Hi Ben,

Can I join you for the conversation with Jake? I've been thinking through the question and I think there are a couple of different pathways that all lead to a version of "yes."

David

David Mandell | Director of Policy & Research
EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION
OFFICE [503.373.0071](#) | MOBILE [503.551.3946](#)

From: CALDERON Miriam - ELD
Sent: Thursday, August 23, 2018 9:31 AM
To: MANDELL David P - ELD; TATE Ben - ELD
Cc: MICKELSON Sara - ELD
Subject: RE: Legal Authority for Baby Promise?

I agree w/ that assessment, David, although, it couldn't hurt to cover our bases by asking Jake since we can anticipate getting the question.

I remember that there was some statute (and rules) regarding the migrant child care contracts. I can't remember full details though, hoping you remember David or we could ask Roman for those citations and what is known about the leg history.

Ben –can you reach out to Jake, asap?

Thanks, MC

From: MANDELL David P - ELD
Sent: Tuesday, August 21, 2018 2:33 PM
To: TATE Ben - ELD <Ben.Tate@ode.state.or.us>; CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>
Subject: RE: Legal Authority for Baby Promise?

I don't think we do ... I think we can make the case that we have the authority on our broad responsibility to administer CCDF and that it's not any different than the other CCDF funded contracts we used to administer. Is it worth checking with Jake/Ella?

David

David Mandell | Director of Policy & Research
EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION
OFFICE 503.373.0071 | MOBILE 503.551.3946

From: TATE Ben - ELD
Sent: Tuesday, August 21, 2018 2:30 PM
To: MANDELL David P - ELD; CALDERON Miriam - ELD
Subject: Legal Authority for Baby Promise?

David,

Becky passed along a question that Doug/Lisa each asked her ... do we need any statutory authority in order to create the grants for Baby Promise? If so, does that impact our Eboard request at all?

If Doug hasn't already asked you this one, he probably will in the near future.

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ben.tate@state.or.us

fb.me/OREarlyLearning

From: [KONDAYEN Kate * GOV](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: Re: Draft remarks
Date: Thursday, August 23, 2018 11:08:34 PM

Thanks for the suggestions, revisions and comments. I've incorporated and updated the remarks, which are still viewable at the original link:

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jC0V9BaeHTtQ/edit>

To Pooja's question, I wanted to share what I understand to be our total timeline and messaging opportunities. Yes, it is all Monday. Since the white paper is so comprehensive, we need to pick and choose our messages by audience, with a max of four for the Governor to deliver in one setting.

MONDAY

8:15 AM Speech to freshmen (open to media)

- 180 days
- Class sizes
- CTE funding
- Student resources (safety)

8:45 AM Media avail

- Preschool
- 180 days
- Class sizes
- CTE funding

10 AM(?) After action press release to media and general public, linking to web copy and full white paper

- Preschool
- 180 days
- Class sizes
- CTE funding
- Student resources (wraparound supports, safety)
- Teacher training

In terms of prep timeline: Chris and I have time with the Governor tomorrow AM, where we'll walk through the speech with her briefly. After getting her feedback, we will then digest the revised speech into bullet points and prepare talking points for her for the avail. We may need you to look over the talking points in the middle of the day on a tight timeline. Then we hope to grab her again for another round of prep either in the afternoon or over the weekend. No matter what, we have to have her Monday materials in her packet (revised speech bullets, media avail talking points) by COB tomorrow. In tandem, we'll be working edits to the actual white paper, the press release, and web copy, which will need to be live in time to send the press release. We'd love to have that wrapped by COB too but the priority is to have the Governor what she needs first.

So, bottom line, we've made a lot of progress but still have a lot to do. Thanks for everything so far!

Best,
Kate

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Thursday, August 23, 2018 at 7:32 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Draft remarks

Hi Kate,

Thanks for putting this together for our review so quickly! I like it overall and have a couple questions/comments - feel free to take it or leave it:

-In the place where you talk about graduation dreams beginning on Graduation Day 2022, I actually wonder how motivating that is to hear for incoming freshman for whom 4 years may seem like a long slog. I'm certainly not a messaging pro but I wonder if it may be more compelling to have them hear that your dream starts today and to give them a sense of empowerment that encourages them to come to school tomorrow. This school, like all High schools, can access measure 98. To my knowledge, Madison has programs that meet all 3 pillars of it. I point that out only because it could make the idea of opportunity more tangible and let them know that opportunity starts today - seek out the opportunities that you have at this school to get exposed to careers - to test them out. To get exposed to college courses. If this sounds like a path you want to go down, I can help track down info on specific programs that the school might offer in that regard.

-I'm curious about the omission of preschool, but I understand that to an incoming HS freshman class t's not necessarily a compelling point. It is a huge component of the plan though, and it may be worth exploring how to fit that in.

-Madison is a very diverse school with a majority of students of color. It may be good to expand the culturally-responsive curriculum talking point and make it less adult-y (i.e. we want to make sure when you read books for your classes, that you see images of people who look like you, who reflect your cultures, and the cultures of your classmates.) Lindsey - do you have suggestions on this in particular? I don't have a good sense of where we are with implementation of the Tribal Ed and ethnic studies bills. But maybe we just keep it broad because the "we want to make sure" is a vision statement anyway? Just a question for us all.

-I'm wondering if we can talk about the rollout/timing of this speech, the white paper being published, and the web-ready version of the white paper. Is it all Monday?

Pooja

From: KONDAYEN Kate * GOV

Sent: Thursday, August 23, 2018 7:09 PM

To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV

Cc: PAIR Chris * GOV

Subject: Draft remarks

I still have some holes but structure is pretty clear, I think. Please feel free to make changes as suggestions in tracked changes.

One thing I want to flag is that the Madison grad rates jump that I see online are closer to 6.5 or 7 percent, not the 8 percent jump that ODE flagged for us. Something I will track down but please let me know if you know more.

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jCOV9BaeHTtQ/edit>

Thanks!

Kate

From: [CALDERON Miriam - ELD](#)
To: [TATE Ben - ELD](#); [Stinson Cynthia J](#); [CAPPS Lindsey D * GOV](#); [CRAGER Rick - ODE](#)
Cc: [BURKE Belit](#); [MANDELL David P - ELD](#); [TAYLOR Dawn - ELD](#); [MOORE ERIC L](#); [CRAGER Rick - ODE](#); [BANEY WILLIAM](#)
Subject: RE: DHS/ELD Eboard Letter
Date: Thursday, August 23, 2018 11:09:59 PM

+ Lindsey on this email.

We've sent a revised draft letter to DHS for their review that doesn't read like two separate letters. If the preferred approach is the split, we should probably just sent two separate letters, and perhaps that resolves the concerns about signatures as well.

Thanks, MC

From: CRAGER Rick - ODE <rick.crager@ode.state.or.us>
Sent: Thursday, August 23, 2018 10:22 PM
To: STINSON CYNTHIA J <cynthia.j.stinson@state.or.us>; TATE Ben - ELD <ben.tate@state.or.us>
Cc: BURKE Belit <belit.burke@state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; MOORE ERIC L <eric.l.moore@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; CRAGER Rick - ODE <rick.crager@state.or.us>; BANEY WILLIAM <william.baney@state.or.us>
Subject: RE: DHS/ELD Eboard Letter

Cynthia. We typically use just the agency heads for our requests, but with ELD request we have typically added Miriam. We are covered with Colt's signature, but I will defer to Miriam if she is OK with just using the two agency heads.

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Let me know if you have any questions

Rick



Oregon achieves . . . together!

Rick Crager
Assistant Superintendent of Finance and Administration
Office of Finance and Administration
Ph: 503-947-5658 | Cell: 503-480-5531
rick.crager@state.or.us | www.oregon.gov/ode

From: Stinson Cynthia J <cynthia.j.stinson@state.or.us>
Sent: Thursday, August 23, 2018 2:46 PM
To: TATE Ben - ELD <ben.tate@state.or.us>
Cc: BURKE Belit <belit.burke@state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; MOORE ERIC L <eric.l.moore@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; CRAGER Rick - ODE <rick.crager@state.or.us>; BANEY WILLIAM <william.baney@state.or.us>
Subject: RE: DHS/ELD Eboard Letter

Ben, we have a draft with Fariborz for review – I am going to attach it here even though he hasn't ok'd it yet, Eric Moore has and it contains some structural changes to make the request more clear. Essentially, it separates out the DHS and ELD asks and we are more comfortable with that. Also, can we decide on either Fariborz/Colt level signatures or Miriam/Kim level. Both seems like overkill and to include Miriam and not Kim doesn't seem right either. Thanks - Cynthia

From: TATE Ben - ELD [<mailto:ben.tate@state.or.us>]
Sent: Thursday, August 23, 2018 2:31 PM
To: Stinson Cynthia J <CYNTHIA.J.STINSON@dhsosha.state.or.us>
Cc: Burke Belit <Belit.BURKE@dhsosha.state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; CRAGER Rick - ODE <rick.crager@state.or.us>; Baney William <WILLIAM.BANEY@dhsosha.state.or.us>
Subject: DHS/ELD Eboard Letter

Cynthia,

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Bill/Belit – David gave a quick summary of today's meeting and we added a very high level statement about what DHS will be doing with the new CCDF dollars. Please edit as needed.

Let me know if you have any questions,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ben.tate@state.or.us

fb.me/OReEarlyLearning

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: OSBA interview request
Date: Thursday, August 23, 2018 11:11:37 PM

Please see below. Jake is a former journalist who works for OSBA, and ODE treats him as such. I'm thinking that we have Marc send him the release/whitepaper on Monday, and depending on his follow ups connect him with Colt or Lindsey on Tuesday? Not sure if anyone else at ODE might be a better fit.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Thursday, August 23, 2018 at 5:49 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: OSBA interview request

Jake's deadline is early next week.

From: RUDY Peter - ODE <peter.rudy@ode.state.or.us>
Sent: Thursday, August 23, 2018 11:44 AM
To: SIEGEL Marc - ODE; GILL Colt - ODE
Subject: OSBA interview request

Jake Arnold who writes stories for OSBA wants to talk with someone about the instructional time policy in Oregon. Do we think it's long enough, should kids be in class longer, that sort of thing. I said I would send it up the chain of command, so to speak.

Peter J. Rudy
Public Affairs Specialist
Office of the Deputy Superintendent
O: 503.947.5920 | C: 503.385.3350
Peter.Rudy@state.or.us | www.oregon.gov/ode



Oregon achieves . . . together!

From: [CALDERON Miriam - ELD](#)
To: [CAPPS Lindsey D * GOV](#); [CRAGER Rick - ODE](#)
Subject: FW: DHS/ELD Eboard Letter
Date: Thursday, August 23, 2018 11:15:50 PM

Here's the email I meant to forward to you. This is the exchange we had w/ DHS regarding their edits to the letter and ELD's thinking on signatures.

From: CALDERON Miriam - ELD
Sent: Thursday, August 23, 2018 5:37 PM
To: TAYLOR Dawn - ELD <dawn.taylor@state.or.us>
Subject: Fwd: DHS/ELD Eboard Letter

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From: Stinson Cynthia J <cynthia.j.stinson@state.or.us>
Sent: Thursday, August 23, 2018 3:54:58 PM
To: CALDERON Miriam - ELD; MANDELL David P - ELD
Cc: TATE Ben - ELD
Subject: RE: DHS/ELD Eboard Letter

Thanks, we are looking at it and will forward edits sometime tomorrow. Cynthia

From: CALDERON Miriam - ELD [<mailto:miriam.calderon@state.or.us>]
Sent: Thursday, August 23, 2018 2:59 PM
To: Stinson Cynthia J <CYNTHIA.J.STINSON@dhsosha.state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>
Cc: TATE Ben - ELD <ben.tate@state.or.us>
Subject: Re: DHS/ELD Eboard Letter

Agreed- thanks David.

Cynthia - the version Ben sent you is very different from the attached version so please let us know how you want to address that. We were trying to get the latest version to you before Fariborz reviewed it.

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From: MANDELL David P - ELD <david.p.mandell@ode.state.or.us>
Sent: Thursday, August 23, 2018 2:51 PM
To: STINSON CYNTHIA J
Cc: TATE Ben - ELD
Subject: RE: DHS/ELD Eboard Letter

Miriam Calderon, as the Early Learning System Director, is a direct Governor appointee and sits on Education Cabinet alongside Colt and on the Governor's Children's Cabinet alongside Fariborz, so is really at the equivalent level.

David

David Mandell | Director of Policy & Research

EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION

OFFICE 503.373.0071 | MOBILE 503.551.3946

From: Stinson Cynthia J [<mailto:cynthia.j.stinson@state.or.us>]

Sent: Thursday, August 23, 2018 2:46 PM

To: TATE Ben - ELD

Cc: BURKE Belit; MANDELL David P - ELD; TAYLOR Dawn - ELD; MOORE ERIC L; CALDERON Miriam - ELD; CRAGER Rick - ODE; BANEY WILLIAM

Subject: RE: DHS/ELD Eboard Letter

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Sent: Thursday, August 23, 2018 2:31 PM

To: Stinson Cynthia J <CYNTHIA.J.STINSON@dhsosha.state.or.us>

Cc: Burke Belit <Belit.BURKE@dhsosha.state.or.us>; MANDELL David P - ELD

<david.mandell@state.or.us>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; CRAGER Rick - ODE <rick.crager@state.or.us>; Baney William <WILLIAM.BANEY@dhsosha.state.or.us>

Subject: DHS/ELD Eboard Letter

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Let me know if you have any questions,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ben.tate@state.or.us

[**fb.me/OREarlyLearning**](https://fb.me/OREarlyLearning)

From: [KONDAYEN Kate * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#); [PAIR Chris * GOV](#)
Subject: FW: Op-ed revisions
Date: Thursday, August 23, 2018 11:19:38 PM
Attachments: [Oregon Schools Welcome ALL Students 8-22-18 V4.docx](#)

I wanted to share the attached with you all, again hopefully for feedback tomorrow. I have some tweaks to make but would love any high-level thoughts you have to share as it relates to policy first.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Wednesday, August 22, 2018 at 4:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Op-ed revisions

Kate,

Here is our op-ed. We mention Governor Brown in the beginning and the end. Please let me know if those references are fine with you.

Please send me feedback or approval by end of day Friday.

I want to send to Oregonian on Monday, but I can send as late as Tuesday.

This op-ed is slated for Sunday, Sept. 2.

From: GILL Colt - ODE
Sent: Wednesday, August 22, 2018 4:29 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Subject: RE: Op-ed revisions

Marc-

Here you go. Thank you!

Thanks,
Colt

Oregon Schools Welcome *All* Students

Welcome, Valued, and Safe.

This is how *every* child in Oregon's schools should feel and we're not there yet.

Oregonians care about the well-being of one another. If *any* student is excluded, marginalized, bullied or harassed we *all* care – we *all* seek a solution.

That's why, at Governor Brown's urging, the Oregon Department of Education formed the [Advisory Committee on Safe and Effective Schools for All Students](#) last spring.

After engaging in more than 1,000 collective working hours, this dedicated and diverse group of students, parents, educators, lawmakers and advocates created several policy recommendations that I'm eager to share with you as our children head back to school this fall.

These recommendations include:

- Using equity tools for decision making that help local and state education decision-makers recognize hidden bias and understand how well-meaning rules, policies, and practices may negatively impact some students
- development of formalized systems for students and their concerns and ideas to be heard by education decision-makers, including a network of regional student voice councils and statewide school climate surveys
- better data collection to understand which and how students are being impacted by school policies and practices
- a focus on co-locating physical/mental health and other supports in school settings
- applying evidence-based support systems as students transition between schools and programs
- implementation of early indicator and intervention systems to provide more supports to students earlier, before they face significant problems
- professional learning, guidance, and standards for the selection of promising or evidence-based prevention programs focused on: culturally responsive practices, restorative justice, trauma informed practices, de-escalation skills, bullying/harassment prevention, suicide prevention, and related efforts.

A Changing Oregon

Forty seven percent of children in Oregon classrooms today have experienced adverse conditions during their early childhood: Some are hungry or neglected, some have lived with severe drug and alcohol

abuse in their homes, some are witnessing or experiencing violence in their homes, and some don't have homes at all. These experiences can have long-term negative impacts on a child's health and well-being. These adverse experiences can also affect a student's education, their ability to focus in class, their interactions with peers, their level of anxiety, and increase impulsive behaviors.

We must also embrace Oregon's changing communities. Our students look different and have different backgrounds than in my time as a student in the 1970s and 1980s. Over a third of our students are people of color. Over half are economically disadvantaged. Fifteen percent are students with disabilities. About 9 percent identify as gay or lesbian and 18 percent spoke another language before English.

The growing diversity of Oregon's student population is an asset for our schools and the future of the state. Today's students bring a diverse history and culture that is a new resource to embrace and celebrate. A well-educated, diverse, multilingual citizenry and workforce can be a catalyst for the future success of our state. However, for this vision to be a reality tomorrow, we must provide safe, equitable schools for our students today.

A Commitment To Change

Oregon already has effective laws that help school staff identify and address instances of bullying, harassment, and cyber-bullying. Oregon also has a School Safety Task Force that has implemented programs like [SafeOregon.com](https://www.safeoregon.com), an anonymous tip line created for students, parents, community members, school staff, and law enforcement officers to act on safety threats.

As Oregonians we can work together this year to better create the kind of welcoming and inclusive schools where *all* our children can thrive – The kind of schools where our children feel valued for who they are, where they are embraced by a community of caring peers and adults, where they feel safe to engage in learning and follow their passions into the work place or continued learning after graduation.

Over the coming months, I will collaborate with others to act on the committee's recommendations in several ways.

The Oregon Department of Education will support and celebrate schools as they implement equitable practices to proactively support *all* students.

The State Board of Education will prioritize policies that focus on equity and prevention practices that positively influence student outcomes.

Governor Brown and I will champion legislation and investment strategies that promote student safety and student voice.

In 2011 Oregon adopted the [Oregon Equity Lens](#). It features this statement, "We believe that *everyone* has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures."

Let's make this a school year in which we focus on our ethical and moral obligation to our children and rethink what needs to change to provide welcoming and safe school environments where *every* child feels valued, unburdened by discrimination, and fully supported in their learning.

(Colt Gill is Director of Oregon Department of Education.)

From: [CAPPS Lindsey D * GOV](#)
To: [KONDAYEN Kate * GOV](#); [BHATT Pooja * GOV](#); [PAIR Chris * GOV](#)
Subject: RE: Op-ed revisions
Date: Friday, August 24, 2018 6:10:33 AM

Hi Kate,

Thanks for sharing. This looks good. I reviewed again the recommendations, which reflect the Governor's equity commitment. The last two recommendations, in particular, are consistent with standing policy goals: expanding trauma-informed practices, early intervention and indicator systems, and culturally responsive practices. The latter being a focus of the Educator Advancement Council.

Lindsey

From: KONDAYEN Kate * GOV
Sent: Thursday, August 23, 2018 11:19 PM
To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV; PAIR Chris * GOV
Subject: FW: Op-ed revisions

I wanted to share the attached with you all, again hopefully for feedback tomorrow. I have some tweaks to make but would love any high-level thoughts you have to share as it relates to policy first.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Wednesday, August 22, 2018 at 4:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Op-ed revisions

Kate,

Here is our op-ed. We mention Governor Brown in the beginning and the end. Please let me know if those references are fine with you.

Please send me feedback or approval by end of day Friday.

I want to send to Oregonian on Monday, but I can send as late as Tuesday.

This op-ed is slated for Sunday, Sept. 2.

From: GILL Colt - ODE
Sent: Wednesday, August 22, 2018 4:29 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Subject: RE: Op-ed revisions

Marc-

Here you go. Thank you!

Thanks,
Colt

From: [CAPPS Lindsey D * GOV](#)
To: [MORAWSKI Lisa - CEDO](#)
Subject: FW: Op-ed revisions
Date: Friday, August 24, 2018 6:15:22 AM
Attachments: [Oregon Schools Welcome ALL Students 8-22-18 V4.docx](#)

FYI

From: KONDAYEN Kate * GOV
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To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV; PAIR Chris * GOV
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Here you go. Thank you!

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Colt

Oregon Schools Welcome *All* Students

Welcome, Valued, and Safe.

This is how *every* child in Oregon's schools should feel and we're not there yet.

Oregonians care about the well-being of one another. If *any* student is excluded, marginalized, bullied or harassed we *all* care – we *all* seek a solution.

That's why, at Governor Brown's urging, the Oregon Department of Education formed the [Advisory Committee on Safe and Effective Schools for All Students](#) last spring.

After engaging in more than 1,000 collective working hours, this dedicated and diverse group of students, parents, educators, lawmakers and advocates created several policy recommendations that I'm eager to share with you as our children head back to school this fall.

These recommendations include:

- Using equity tools for decision making that help local and state education decision-makers recognize hidden bias and understand how well-meaning rules, policies, and practices may negatively impact some students
- development of formalized systems for students and their concerns and ideas to be heard by education decision-makers, including a network of regional student voice councils and statewide school climate surveys
- better data collection to understand which and how students are being impacted by school policies and practices
- a focus on co-locating physical/mental health and other supports in school settings
- applying evidence-based support systems as students transition between schools and programs
- implementation of early indicator and intervention systems to provide more supports to students earlier, before they face significant problems
- professional learning, guidance, and standards for the selection of promising or evidence-based prevention programs focused on: culturally responsive practices, restorative justice, trauma informed practices, de-escalation skills, bullying/harassment prevention, suicide prevention, and related efforts.

A Changing Oregon

Forty seven percent of children in Oregon classrooms today have experienced adverse conditions during their early childhood: Some are hungry or neglected, some have lived with severe drug and alcohol

abuse in their homes, some are witnessing or experiencing violence in their homes, and some don't have homes at all. These experiences can have long-term negative impacts on a child's health and well-being. These adverse experiences can also affect a student's education, their ability to focus in class, their interactions with peers, their level of anxiety, and increase impulsive behaviors.

We must also embrace Oregon's changing communities. Our students look different and have different backgrounds than in my time as a student in the 1970s and 1980s. Over a third of our students are people of color. Over half are economically disadvantaged. Fifteen percent are students with disabilities. About 9 percent identify as gay or lesbian and 18 percent spoke another language before English.

The growing diversity of Oregon's student population is an asset for our schools and the future of the state. Today's students bring a diverse history and culture that is a new resource to embrace and celebrate. A well-educated, diverse, multilingual citizenry and workforce can be a catalyst for the future success of our state. However, for this vision to be a reality tomorrow, we must provide safe, equitable schools for our students today.

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(Colt Gill is Director of Oregon Department of Education.)

From: [CAPPS Lindsey D * GOV](#)
To: [KORESKE Debbie * GOV](#); [PAIR Chris * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: RE: Latest draft: education whitepaper
Date: Friday, August 24, 2018 6:27:30 AM
Attachments: [8.24.18 HS Graduation White Paper630am.docx](#)

Debbie and Chris,

Just caught a small revision in the document we sent that was missed. Under 6.a, 3rd sentence, we say educators will be connected to supports over the next 5 years. We need to strike the 5 years.

In case you haven't already dug into and edited the document sent last night, I've attached a corrected version.

Lindsey

From: KORESKE Debbie * GOV
Sent: Thursday, August 23, 2018 9:34 PM
To: CAPPS Lindsey D * GOV
Cc: BLOSSER Nik * GOV; PAIR Chris * GOV; ZEJDLIK Gina * GOV; PIRTLE-GUINEY Elana * GOV; BHATT Pooja * GOV
Subject: Re: Latest draft: education whitepaper

Yay!!!

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 23, 2018, at 9:31 PM, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov> wrote:

Debbie and Chris,

Please see last, slightly amended version from Pooja and I.

Lindsey

From: CAPPS Lindsey D * GOV
Sent: Thursday, August 23, 2018 3:21 PM
To: BLOSSER Nik * GOV; PAIR Chris * GOV; KORESKE Debbie * GOV; ZEJDLIK Gina * GOV; PIRTLE-GUINEY Elana * GOV
Cc: BHATT Pooja * GOV
Subject: RE: Latest draft: education whitepaper

Latest draft of the education whitepaper is enclosed.

From: BLOSSER Nik * GOV

Sent: Wednesday, August 22, 2018 11:12 PM

To: PAIR Chris * GOV; KORESKI Debbie * GOV; ZEJDLIK Gina * GOV; PIRTLE-GUINEY Elana * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV

Cc: ANDREW Jennifer J * GOV

Subject: Latest draft: education whitepaper

Hi – Here's the latest draft. After some relatively heavy editing, I decided to accept the changes from both Lindsey and myself, and instead I added a few comments that called out the most significant items that I think need further discussion.

I would like to have a call tomorrow mid-afternoon to discuss. Jen, can you please add Elana, Pooja and Lindsey to the 3:30pm call the rest of us have scheduled for tomorrow?

It's going to take all of us working very hard tomorrow and talking with a lot of stakeholders to get this done. I will say I am nervous about spending so much time travelling to and attending coastal caucus tomorrow and think any of you going should seriously consider cancelling your trips. I will be on the road to Salem by 7am tomorrow so feel free to call me between 7 and 8am if you want to discuss any of the edits or questions.

I sent this draft to the Governor tonight as well.

Thanks,

■ Nik

Nik Blosser

Chief of Staff

Oregon Governor Kate Brown

503-373-1565

Assistant: Jen Andrew

jennifer.j.andrew@oregon.gov

<8.23.18 HS Graduation White Paper930pm (1).docx>

Every Oregon Student Engaged, Empowered and Future Ready

Vision and goal

Education is a necessary building block for prosperity and a pathway out of poverty. Quality education is a key to providing students with options after they graduate high school with paths toward living wage jobs and continued education. **Governor Brown envisions an Oregon where every student graduates high school with a path for their future.**

Governor Brown's plan to improve Oregon's schools means setting early and solid foundations with universal access to high-quality preschool for the highest-need kids, and individualized attention with manageable class sizes in kindergarten through 3rd grade. As they progress throughout middle and high school, Oregon students should also have a jump-start toward a college degree or hands-on career-connected learning tied to a job in their community. All students, regardless of what grade they are in, should have a longer school year closer to national norms, a safe school environment that supports learning, and culturally-responsive curriculum that engages students from diverse backgrounds. Their teachers need tools and professional supports – designed by educators, for educators.

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, Governor Brown is prioritizing education as an area for new investment targeted at improving education outcomes across the state, especially for children who have historically faced the most institutional barriers to accessing quality services - children of color, children with disabilities, low-income children, and English Language Learners.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90%

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.²

In national comparisons, Oregon’s average four-year graduation rate lags behind most other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years, and up 7 percentage points for historically underserved students. Still, there is much work to do to ensure those who face an achievement gap are supported to achieve at their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s *Practice to Improve Student Achievement* (2017), students’ poverty status is closely correlated with student engagement and student achievement. “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”. We know that brain and cognitive development is affected by Adverse Childhood Experiences (ACEs), of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool³ and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor⁵. The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to**

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

³ EdBuild, 2016

⁴ Duncan & Magnuson. 2011; Reardon, 2011

⁵ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>

what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.

Best Practices

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical or dental appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶

To be successful in an under-resourced environment, we must identify best practices and invest in them. Here is a summary:

Remove Barriers to School Readiness: Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷ It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹ The problem is that the availability and cost of these opportunities are out of reach for many

⁶ Quality Education Model Report, 2018

⁷ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

Oregon families. Oregon’s preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country¹¹.

Give the Youngest Students Personalized Attention: The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas¹². This class size sends the wrong message to families and teachers about the importance of our youngest students. Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes¹³, especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on-time (in four years) and go to college.

Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

¹² Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

¹³ Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

¹⁴ Practices to Improve the Achievement of Students in Poverty, 2017

¹⁵ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf

and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶ Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

Engage & Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don’t participate in CTE programs.¹⁷ Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁸

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in her 5-year plan:

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office’s *2018 Educator Equity Report* and the recognition that Oregon’s students are projected to become increasingly racially and ethnically diverse, the Council

¹⁶ Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf

¹⁷ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Course-taking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

¹⁸ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf

is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.

- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁹ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.²⁰

Recent Accomplishments

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

- **Graduation rate disparities between students have narrowed under Governor Brown's leadership.** As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.
- **Investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.
- **In 2015, the Governor doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.

¹⁹ Ibid.

²⁰ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf

- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program under Governor Brown’s leadership, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.** New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Plan

Governor Brown’s plan for ensuring that every student graduates high school with a plan for the future is informed by student voice and experience, and the insights and expertise gleaned by parents, educators and communities across Oregon. It is also grounded in best practice research, data-driven analysis, and what we know works from innovative improvement strategies, student-centered practices and critical partnerships emerging within schools, communities and between sectors of education. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the “whole child” including transitions to kindergarten, safety in schools, professional supports to educators, culturally relevant and hands-on learning opportunities, and funding structures and systems that align practices and programs across the education continuum from preschool to college and career. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

The Governor’s plan for investments in our education system are as follows:

1. **High-quality preschool for low-income students.** Decades of research is clear- children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool to an additional 10,000 children from

low-income families and with developmental delays and disabilities in the next biennium, with a goal of serving all 40,000 of this group of children by 2025.

2. **Manageable class sizes in grades K-3.** In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in 1st grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).
3. **Require a 180-day school year:** We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.
4. **Ensure safe and effective schools.**
 - a. School Climate: Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Deputy Superintendent has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.
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- c. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this

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6. Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.
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7. Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes. Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district-level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver. In achieving her vision that every student graduate with a plan for their future, Governor Brown will work to ensure a shared-commitment between the State and our local schools and communities to close persistent gaps in opportunity and achievement, prioritizing the needs of students with disabilities, students navigating

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To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

The initiatives above will require a significant investment by Oregonians. There are a number of efforts by the Legislature, the business community, and educators to identify funding sources, including the Joint Committee on Student Success, the Oregon Business Plan and the new Common Good initiative. I look forward to working with these groups to determine the best path forward for funding these critical investments.

Contact:

Lindsey Capps, Chief Education Officer

Pooja Bhatt, Education Policy Advisor, Office of Governor Kate Brown

Commented [NB1]: I added this and think we need to say something to this effect. Chris Pair please comment.

Commented [BP*G2R1]: ID'ed next step is that Chris will refine

From: [CAPPS Lindsey D * GOV](#)
To: [CALDERON Miriam - ELD](#); [CANNON Ben](#); [GILL Colt - ODE](#); [STOUDAMIRE Serena - ODE](#); [ROSILEZ Anthony * TSPC](#)
Cc: [BHATT Pooja * GOV](#); [ROSSELLI Hilda - CEEdO](#)
Subject: Education Cabinet | Revised White Paper
Date: Friday, August 24, 2018 6:37:24 AM
Attachments: [8.24.18 HS Graduation White Paper CabinetDraft.docx](#)

All --

Pooja and I wanted to share the latest draft of the graduation white paper. We will be checking in with each of you today for any further comment or feedback.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green
503.373.1283
debbie.green@state.or.us

Every Oregon Student Engaged, Empowered and Future Ready

Vision and goal

Education is a necessary building block for prosperity and a pathway out of poverty. Quality education is a key to providing students with options after they graduate high school with paths toward living wage jobs and continued education. **Governor Brown envisions an Oregon where every student graduates high school with a path for their future.**

Governor Brown's plan to improve Oregon's schools means setting early and solid foundations with universal access to high-quality preschool for the highest-need kids, and individualized attention with manageable class sizes in kindergarten through 3rd grade. As they progress throughout middle and high school, Oregon students should also have a jump-start toward a college degree or hands-on career-connected learning tied to a job in their community. All students, regardless of what grade they are in, should have a longer school year closer to national norms, a safe school environment that supports learning, and culturally-responsive curriculum that engages students from diverse backgrounds. Their teachers need tools and professional supports – designed by educators, for educators.

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, Governor Brown is prioritizing education as an area for new investment targeted at improving education outcomes across the state, especially for children who have historically faced the most institutional barriers to accessing quality services - children of color, children with disabilities, low-income children, and English Language Learners.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90%

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.²

In national comparisons, Oregon’s average four-year graduation rate lags behind most other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years, and up 7 percentage points for historically underserved students. Still, there is much work to do to ensure those who face an achievement gap are supported to achieve at their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s *Practice to Improve Student Achievement* (2017), students’ poverty status is closely correlated with student engagement and student achievement. “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”. We know that brain and cognitive development is affected by Adverse Childhood Experiences (ACEs), of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool³ and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor⁵. The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to**

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

³ EdBuild, 2016

⁴ Duncan & Magnuson. 2011; Reardon, 2011

⁵ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.

Best Practices

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical or dental appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶

To be successful in an under-resourced environment, we must identify best practices and invest in them. Here is a summary:

Remove Barriers to School Readiness: Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child’s brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷ It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹ The problem is that the availability and cost of these opportunities are out of reach for many

⁶ Quality Education Model Report, 2018

⁷ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

Oregon families. Oregon’s preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country¹¹.

Give the Youngest Students Personalized Attention: The average elementary school class size is in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas¹². This class size sends the wrong message to families and teachers about the importance of our youngest students. Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes¹³, especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on-time (in four years) and go to college.

Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.

¹² Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

¹³ Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

¹⁴ Practices to Improve the Achievement of Students in Poverty, 2017

¹⁵ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievment-of-Students-in-Poverty_CEdO_Feb_2017.pdf.

and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶ Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

Engage & Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don’t participate in CTE programs.¹⁷ Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁸

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in her 5-year plan:

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office’s *2018 Educator Equity Report* and the recognition that Oregon’s students are projected to become increasingly racially and ethnically diverse, the Council

¹⁶ Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.

¹⁷ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

¹⁸ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.

is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.

- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁹ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.²⁰

Recent Accomplishments

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

- **Graduation rate disparities between students have narrowed under Governor Brown’s leadership.** As Oregon’s high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.
- **Investment in Oregon’s public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.
- **In 2015, the Governor doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.

¹⁹ Ibid.

²⁰ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.

- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program under Governor Brown’s leadership, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.** New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Plan

Governor Brown’s plan for ensuring that every student graduates high school with a plan for the future is informed by student voice and experience, and the insights and expertise gleaned by parents, educators and communities across Oregon. It is also grounded in best practice research, data-driven analysis, and what we know works from innovative improvement strategies, student-centered practices and critical partnerships emerging within schools, communities and between sectors of education. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the “whole child” including transitions to kindergarten, safety in schools, professional supports to educators, culturally relevant and hands-on learning opportunities, and funding structures and systems that align practices and programs across the education continuum from preschool to college and career. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

The Governor’s plan for investments in our education system are as follows:

1. **High-quality preschool for low-income students.** Decades of research is clear- children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool to an additional 10,000 children from

low-income families and with developmental delays and disabilities in the next biennium, with a goal of serving all 40,000 of this group of children by 2025.

2. **Manageable class sizes in grades K-3.** In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in 1st grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).
3. **Require a 180-day school year:** We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.
4. **Ensure safe and effective schools.**
 - a. School Climate: Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Deputy Superintendent has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.
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Contact:

Lindsey Capps, Chief Education Officer

Pooja Bhatt, Education Policy Advisor, Office of Governor Kate Brown

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: RE: Timely Friday AM request
Date: Friday, August 24, 2018 8:40:52 AM

Kate,

Here are solid, accurate numbers to use.

For Madison High School the four year cohort graduation rate is:

16-17 is 80.67 (192 of 238 graduated (Six of the 192 are modified diplomas. A modified diploma is considered a graduate.)

15-16 is 74.31 (188 of 253 graduated) (Seven of the 188 are modified diplomas.)



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 23, 2018 10:18 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: Timely Friday AM request

Also, if the raw numbers behind the percent change could be calculated, that would be great. I'm trying to use both percentages and whole numbers in my remarks for the Madison back to school event.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 23, 2018 at 9:22 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
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Hi Marc,

I need a timely favor tomorrow AM at your earliest convenience. Can you please help me fact-check the 8 percent year over year comparison at Madison that Lisa referenced below? I checked published data and saw it as being closer to 6.5, but I wasn't sure if I was looking in the right spots.

Thanks!
Kate

Kate Kondayen

Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>

Date: Wednesday, July 25, 2018 at 8:43 PM

To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>

Subject: Back to school info

Hey guys,

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Lisa

Lisa Morawski
Public Affairs Director | Chief Education Office
503-510-5576 | lisa.morawski@state.or.us
education.oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Subject: Re: Timely Friday AM request
Date: Friday, August 24, 2018 8:50:50 AM

Thanks, Marc!

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 24, 2018 at 8:40 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Timely Friday AM request

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From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [LINEBAUGH Kourtney * GOV](#); [POLALES Jack * GOV](#); [FISHER Nikki * GOV](#)
Subject: FW: Timely Friday AM request
Date: Friday, August 24, 2018 8:52:34 AM

Hi team,

Just FYI, the 8 point increase at Madison is inaccurate. It's a little over 6—still good, but not quite the leap we thought.

Best,
Kate

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 24, 2018 at 8:40 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Timely Friday AM request

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education.oregon.gov

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: RE: Timely Friday AM request
Date: Friday, August 24, 2018 8:57:18 AM

Please let me know today or Monday if you have back to school language/talking points we can base our public comments on. Anything you have, whether raw or refined, is helpful.

Some of our staff are filling in for Colt next week at a back to school event at Oakridge High School. Oakridge is 45 miles southeast of Eugene.



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From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Friday, August 24, 2018 8:51 AM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: Timely Friday AM request

Thanks, Marc!

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 24, 2018 at 8:40 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Timely Friday AM request

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Marc.siegel@state.or.us | www.oregon.gov/ode

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Subject: Re: Timely Friday AM request

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Thanks!

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Kate Kondayen

Press Secretary

Office of Governor Kate Brown

O: 503.378.6496 | **M:** 503.689.0248

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Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>

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education.oregon.gov

From: [PAIR Chris * GOV](#)
To: [FISHER Nikki * GOV](#); [KONDAYEN Kate * GOV](#); [KING Natalie * GOV](#)
Cc: [POLALES Jack * GOV](#)
Subject: Re: Video from this morning?
Date: Friday, August 24, 2018 9:20:05 AM

That's a great idea.

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Date: Friday, August 24, 2018 at 9:16 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Cc: POLALES Jack * GOV <Jack.POLALES@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Video from this morning?

Sept 1st seems like it would be a great video to post for National Recovery month. But, defer, to expert social Natalie. ☺

--

Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 23, 2018 at 5:11 PM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Cc: POLALES Jack * GOV <Jack.POLALES@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: Video from this morning?

Nikki, Natalie, for your review and consideration during recovery month.

Chris, just wanted to share. Tina, Jeff, and I all thought the Governor did an excellent job of delivery on this one.

From: "Gardner, Jeremiah" <JGardner@hazeldenbettyford.org>
Date: Friday, August 17, 2018 at 9:57 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: Rob Hahn <hahnpub@qwestoffice.net>, Mike Marshall <mike@oregonrecovers.org>,

FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, "Hansen, Jordan"
<JHansen@hazeldenbettyford.org>, "VanHoof, Kris" <KVanHoof@hazeldenbettyford.org>
Subject: RE: Video from this morning?

Kate,

The video should be finished uploading within the next hour and can be accessed here:
<https://www.dropbox.com/s/887ar8xa0u6ledg/HOPE18-Gov-Brown.mp4?dl=0>

Technical notes from the videographer Dan Kaufman:

- I included the emcee background comments and introduction of the Governor. Of course, this can all be cut as desired.
- Left audio channel is direct from the soundboard and the right channel is from a mic on the podium
- The video was compressed with the H.264 codec 1920x1080p and should work well on YouTube, Facebook, etc.
- Also, I do have a second shot of the governor from the right side and closer. If her office or anyone wants me to edit it together and/or master the audio please let me know.

Thank you and the Governor for everything yesterday, leading up to yesterday and yet to come.

Gratefully,

Jeremiah Gardner, MA, LADC

Director, Communications and Public Affairs

Hazelden Betty Ford Foundation

Desk: 651-213-4231 Mobile: 952-232-8109

www.HBFInstitute.org

jjgardner@hazeldenbettyford.org

Twitter: [@HBFInstitute](https://twitter.com/HBFInstitute)

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From: KONDAYEN Kate * GOV [mailto:Kate.KONDAYEN@oregon.gov]

Sent: Thursday, August 16, 2018 9:49 PM

To: VanHoof, Kris <KVanHoof@hazeldenbettyford.org>

Cc: Gardner, Jeremiah <JJGardner@hazeldenbettyford.org>; Rob Hahn

<hahnpub@qwestoffice.net>; Mike Marshall <mike@oregonrecovers.org>; FISHER Nikki * GOV

<Nikki.FISHER@oregon.gov>; Hansen, Jordan <JHansen@hazeldenbettyford.org>

Subject: Re: Video from this morning?

Thank you all so much, we are looking forward to seeing it. Thanks for organizing a great event.

From: "VanHoof, Kris" <KVanHoof@hazeldenbettyford.org>
Date: Thursday, August 16, 2018 at 3:53 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: "Gardner, Jeremiah" <JJGardner@hazeldenbettyford.org>, Rob Hahn <hahnpub@qwestoffice.net>, Mike Marshall <mike@oregonrecovers.org>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, "Hansen, Jordan" <JHansen@hazeldenbettyford.org>
Subject: Re: Video from this morning?

My apologies for the cross-sending of messages!

Jeremiah will be following up as soon as we can to give you access to the footage Kate.

Thank you,

Kris

Sent from my iPhone

On Aug 16, 2018, at 3:20 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Yes please, thank you!

From: "Gardner, Jeremiah" <JJGardner@hazeldenbettyford.org>
Date: Thursday, August 16, 2018 at 1:35 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: Rob Hahn <hahnpub@qwestoffice.net>, Mike Marshall <mike@oregonrecovers.org>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, "Hansen, Jordan" <JHansen@hazeldenbettyford.org>, "VanHoof, Kris" <KVanHoof@hazeldenbettyford.org>, "Gardner, Jeremiah" <JJGardner@hazeldenbettyford.org>
Subject: Re: Video from this morning?

Hi Kate. Yes, we have someone shooting the whole event. I should be able to share that raw footage with you as early as tomorrow, if you'd like.

Sent from my iPhone

On Aug 16, 2018, at 1:21 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks. Does anyone have original footage of the entire thing?

Sent from my iPhone

On Aug 16, 2018, at 1:20 PM, Rob Hahn <hahnpub@qwestoffice.net> wrote:

Here's a link to a story KGW-TV did about HOPE. It includes clips from the governor and Dr. Marvin Seppala, chief medical officer at the Hazelden Betty Ford Foundation.

<https://www.kgw.com/video/news/gov-brown-targets-drug-addiction-were-last-in-the-nation-in-treatment-access/283-8222403>

From: KONDAYEN Kate * GOV
Sent: Thursday, August 16, 2018 3:13 PM
To: Rob Hahn ; Gardner, Jeremiah
Cc: Mike Marshall ; FISHER Nikki * GOV ; Hansen, Jordan ; VanHoof, Kris
Subject: Video from this morning?

Hi all,

Does anyone have good footage of the Governor's remarks? We'd love to excerpt on social and also just to have on file.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Subject: Re: Timely Friday AM request
Date: Friday, August 24, 2018 9:21:50 AM

I am finalizing now and hopefully can share with you later today. Thanks, Marc.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 24, 2018 at 8:57 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Timely Friday AM request

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Sent: Friday, August 24, 2018 8:51 AM
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Subject: Re: Timely Friday AM request

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503-510-5576 | lisa.morawski@state.or.us

education.oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [PAIR Chris * GOV](#); [BOYLES Stormy * GOV](#); [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: Back to school speech
Date: Friday, August 24, 2018 9:30:21 AM
Attachments: [Back to School @ Madison High 8.27.18.docx](#)

Hi Governor,

Chris and I will spend our time with you in a few minutes going over the attached speech for Monday's back-to-school address to freshmen at Madison High. We'd like to get your initial reactions to it and then boil it down to an outline and have you deliver the remarks more informally.

Thank you,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

Governor Kate Brown
Back to School at Madison High School
August 27, 2018

Good morning! I'm Governor Kate Brown.

I'm so incredibly pleased to be here today to welcome you—the class of 2022—to high school. Let's go Senators!

The first day of school is one of my favorite times of year. There is an enormous feeling of possibility and opportunity. And no, it's not about fresh pencils and new, blank notebooks—it is the possibility and opportunity that resides in each of you.

I want you to carry that sense of possibility and opportunity beyond today. I want you to feel it on the first day at a new job. On the first day of college. And for the rest of your lives.

What do you want to do after you finish school?

[Invite students to raise hands and call on some.]

Those are all incredible dreams. They're very different, but they all start one place. Do you know what it is?

The classroom.

The work you do today, tomorrow, and every day for the next four years, makes everything else you want to do in your life possible.

Education gives you the tools to connect to the power of your own potential, and create the future you want to see.

I've met students from all across Oregon, and I've been so impressed by your determination, persistence, and hard work.

Still, Oregon lags behind most of the rest of the United States in high school graduation rates. We're at 77 percent statewide, meaning roughly one out of four students doesn't make it to commencement.

We need to give you the tools to match your determination and hard work. And when we come together to do that, we're seeing positive changes. Madison is a good example of that. In one year, graduation rates went up over 6 percent.

But I think we can do more. I want *every single person* here to cross the high school graduation stage with a clear path for your future.

There are 342 of you here today. You have 342 different families, friends, homes, and experiences that shape who you are.

To make sure that all 342 of you cross that graduation stage, we have to make sure that even with all of those differences, you're each getting what you need individually to succeed.

Like great teachers, and being able to spend more time with them. A 180 day school year, so that you're on track with students around the country.

And making sure that when you're here, you can focus on learning. We need to create environments where you feel safe. We need lessons that are relevant and engaging to you, that reflect and speaks to the diverse backgrounds you all bring here.

And we need more access to hands-on learning, which helps you make connections between classroom and career.

We're already making progress by increasing the number of career and technical education programs. I was here two years ago and visited your CTE classrooms.

[Is there an anecdote you recall from visit?]

Since then, we've invested heavily in CTE, rolling out more programs across the state from robotics to culinary arts. They provide students with a jumpstart toward a degree, or jobs in their area. When students see the connections between classroom and career, they are more likely to graduate. That's why we quadrupled funding for CTE programs in the last legislative session.

And if we can continue this work across the whole state, we can make a big difference.

Because I believe that each and every student in Oregon—like you—is capable of succeeding.

I believe that Oregon needs to provide what you need to thrive.

And when we focus our improvement efforts to prioritize the kids who face the most barriers, and come together as a state and as a community, we can all succeed.

Here at Madison High, you're already on your way. Can I get your commitment to helping us get closer to our goals? Can I get your commitment to graduate in 2022?

[Call and answer, do again if they're not fired up.]

With your commitment, and Oregon's, we can make sure every one of you can reach your potential, and your dreams.

Thank you!

From: [PAIR Chris * GOV](#)
To: [FISHER Nikki * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: Re: Social
Date: Friday, August 24, 2018 10:04:07 AM

Need to move the point higher up and simplify...

This fire season alone, Oregon firefighters have saved approximately 7400 structures and homes. This is absolutely incredible. ~~Our firefighters and Oregon guard have been doing incredible work around the clock to protect Oregon families and structures.~~ I want to say thank you to the tremendous work by the Oregon State Fire Marshal, local fire crews, ODF's fire crews, and our Guard for the work they do to protect Oregon. We must remain vigilant, smart, and safe during this difficult wildfire season. ~~Thank you to the brave men and women who fight every day to protect Oregon — we are so proud of the incredible work you do.~~

-

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Date: Friday, August 24, 2018 at 9:55 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Social

For your edits. I was going to include 3 photos of firefighters and the Gov. Post on FB, Twitter, Instagram.

--

Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: MOAWAD Heidi * GOV <Heidi.MOAWAD@oregon.gov>
Date: Friday, August 24, 2018 at 9:54 AM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: RE: Social

See my edits below (the only thing I highlighted so you don't miss it is Marshal is one l, not two...which I didn't know either!)

Sincerely,

Heidi Moawad
Public Safety Policy Advisor to Oregon Governor Kate Brown
(503) 986-6550

From: FISHER Nikki * GOV
Sent: Friday, August 24, 2018 9:52 AM
To: MOAWAD Heidi * GOV
Subject: Social

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Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Timely Friday AM request
Date: Friday, August 24, 2018 10:05:52 AM

Ok, will check in the AM.

Get [Outlook for iOS](#)

From: KONDAYEN Kate * GOV <kate.kondayen@oregon.gov>
Sent: Thursday, August 23, 2018 9:22 PM
To: SIEGEL Marc - ODE
Subject: Timely Friday AM request

Hi Marc,

I need a timely favor tomorrow AM at your earliest convenience. Can you please help me fact-check the 8 percent year over year comparison at Madison that Lisa referenced below? I checked published data and saw it as being closer to 6.5, but I wasn't sure if I was looking in the right spots.

Thanks!
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Wednesday, July 25, 2018 at 8:43 PM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: Back to school info

Hey guys,
Attached is what we received from ODE. They also suggested Madison High School in Portland (graduation rate increased 8 percent in the most recent year over year comparison). If you guys could take a look and let me know if you want me to dig further into any, I'm happy to do that. These ideas definitely need more fleshing out and research before making a decision.
Lisa

Lisa Morawski
Public Affairs Director | Chief Education Office

503-510-5576 | lisa.morawski@state.or.us
education.oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [FISHER Nikki * GOV](#)
Subject: Re: Social
Date: Friday, August 24, 2018 10:06:13 AM

Added in National to guard...

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 24, 2018 at 10:04 AM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Social

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--

Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: [KONDAYEN Kate * GOV](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: Re: Draft remarks
Date: Friday, August 24, 2018 10:12:30 AM

Thanks, all!

The Governor digested this well and gave me some off the cuff remarks that I'm pulling together into bullets for her. I'll also work on the materials for the avail. She wants to focus on 3 messages at a time, so I've updated the messaging bullets in my original email below. She'll highlight preschool and K-3 class sizes during the avail, as well as CTE.

I'll also move forward on a press release, and I will wait to hear from you three in terms of paper edits and web copy.

Thanks,
Kate

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 7:30 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Draft remarks

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From: KONDAYEN Kate * GOV
Sent: Thursday, August 23, 2018 11:08 PM
To: BHATT Pooja * GOV; CAPPS Lindsey D * GOV
Cc: PAIR Chris * GOV
Subject: Re: Draft remarks

Thanks for the suggestions, revisions and comments. I've incorporated and updated the remarks, which are still viewable at the original link:

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jC0V9BaeHTtQ/edit>

To Pooja's question, I wanted to share what I understand to be our total timeline and messaging opportunities. Yes, it is all Monday. Since the white paper is so comprehensive, we need to pick and choose our messages by audience, with a max of four for the Governor to deliver in one setting.

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8:15 AM Speech to freshmen (open to media)

- Amazing teachers and more time with them (180 days)
- CTE funding
- Student resources (safety)

8:45 AM Media avail

- Preschool
- K-3 class sizes
- CTE funding

10 AM(?) After action press release to media and general public, linking to web copy and full white paper

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In terms of prep timeline: Chris and I have time with the Governor tomorrow AM, where we'll walk through the speech with her briefly. After getting her feedback, we will then digest the revised speech into bullet points and prepare talking points for her for the avail. We may need you to look over the talking points in the middle of the day on a tight timeline. Then we hope to grab her again for another round of prep either in the afternoon or over the weekend. No matter what, we have to have her Monday materials in her packet (revised speech bullets, media avail talking points) by COB tomorrow. In tandem, we'll be working edits to the actual white paper, the press release, and web copy, which will need to be live in time to send the press release. We'd love to have that wrapped by COB too but the priority is to have the Governor what she needs first.

So, bottom line, we've made a lot of progress but still have a lot to do. Thanks for everything so far!

Best,
Kate

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Thursday, August 23, 2018 at 7:32 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Draft remarks

Hi Kate,
Thanks for putting this together for our review so quickly! I like it overall and have a couple questions/comments - feel free to take it or leave it:

-In the place where you talk about graduation dreams beginning on Graduation Day 2022, I actually wonder how motivating that is to hear for incoming freshman for whom 4 years may seem like a long

slog. I'm certainly not a messaging pro but I wonder if it may be more compelling to have them hear that your dream starts today and to give them a sense of empowerment that encourages them to come to school tomorrow. This school, like all High schools, can access measure 98. To my knowledge, Madison has programs that meet all 3 pillars of it. I point that out only because it could make the idea of opportunity more tangible and let them know that opportunity starts today - seek out the opportunities that you have at this school to get exposed to careers - to test them out. To get exposed to college courses. If this sounds like a path you want to go down, I can help track down info on specific programs that the school might offer in that regard.

-I'm curious about the omission of preschool, but I understand that to an incoming HS freshman class t's not necessarily a compelling point. It is a huge component of the plan though, and it may be worth exploring how to fit that in.

-Madison is a very diverse school with a majority of students of color. It may be good to expand the culturally-responsive curriculum talking point and make it less adult-y (i.e. we want to make sure when you read books for your classes, that you see images of people who look like you, who reflect your cultures, and the cultures of your classmates.) Lindsey - do you have suggestions on this in particular? I don't have a good sense of where we are with implementation of the Tribal Ed and ethnic studies bills. But maybe we just keep it broad because the "we want to make sure" is a vision statement anyway? Just a question for us all.

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Pooja

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To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV
Cc: PAIR Chris * GOV
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Thanks!

Kate

From: [CAPPS Lindsey D * GOV](#)
To: [KONDAYEN Kate * GOV](#); [BHATT Pooja * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: RE: Draft remarks
Date: Friday, August 24, 2018 10:21:21 AM

That's excellent. Thanks, Kate.

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

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Cc: PAIR Chris * GOV
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Thanks!

Kate

From: [PAIR Chris * GOV](#)
To: [BOYLES Stormy * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Prep time saturday
Date: Friday, August 24, 2018 10:30:40 AM

Stormy,

Could we please add prep time for Monday's education event during the Governor's drive time Saturday? We need at least 30mins, but 45-1 hour is preferred. It can be during her drive to or from Eugene, whatever her preference is.

Best,

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [CALDERON Miriam - ELD](#)
To: [CRAGER Rick - ODE](#)
Cc: [TATE Ben - ELD](#); [MANDELL David P - ELD](#); [TAYLOR Dawn - ELD](#); [CAPPS Lindsey D * GOV](#)
Subject: Re: ELD/DHS Joint Letter
Date: Friday, August 24, 2018 10:45:57 AM

That works for me. I'd like to see the language in the next version for a content review.
Thanks Rick.

Get [Outlook for iOS](#)

From: CRAGER Rick - ODE <rick.crager@ode.state.or.us>
Sent: Friday, August 24, 2018 9:34 AM
To: CALDERON Miriam - ELD
Cc: MANDELL David P - ELD; TAYLOR Dawn - ELD; CAPPS Lindsey D * GOV; TATE Ben - ELD
Subject: ELD/DHS Joint Letter

Hi Miriam. Thanks for the call this morning. I've touched base with Cynthia Stinson and I think we are all on the same page with a joint letter with a little more blending. She is going to send me a version in about a hour that encompasses their recommendation from both Fairborz and the DHS fiscal folks. Once I have that, I will make sure we have our request portion correct in terms of Becky's budgetary estimates from position phase ins, service and supplies, and special payments. Then I will submit to all of you so that we can discuss collectively on any area of concerns or recommended changes back to DHS. At this point, I would recommend communication and coordination go through me directly to Cynthia and Eric just so we don't have too many people involved. Does that sound OK to you?

Rick



Rick Crager
Assistant Superintendent of Finance and Administration
Office of Finance and Administration
Ph: 503-947-5658 | Cell: 503-480-5531
rick.crager@state.or.us | www.oregon.gov/ode

From: [PAIR Chris * GOV](#)
To: [HUTCHINGS Laura * GOV](#); [BLOSSER Nik * GOV](#); [ZEJDLIK Gina * GOV](#)
Subject: Re: 2 fire-related EOs - your review/approval, please
Date: Friday, August 24, 2018 10:56:13 AM

Looks good.

From: HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>
Date: Friday, August 24, 2018 at 10:51 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: 2 fire-related EOs - your review/approval, please

Please see the attached and reply with your approval or any concerns/comments. Thanks!

Laura Hutchings

Assistant Scheduler to the Governor
Executive Assistant to Deputy Chief of Staff Gina Zejdlik
Office of Governor Kate Brown

900 Court Street NE, Salem, OR 97301 | phone: 503-378-6645 | laura.hutchings@oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [EDLUND Tina * GOV](#); [MORRELL Linda * DAS](#)
Subject: FW: WSJ Letter to the Editor
Date: Friday, August 24, 2018 11:05:21 AM
Attachments: [DRAFT_WSJ_LTE v.5\[1\] KK.docx](#)

Chris, any thoughts on the attached?

From: Jagger Dawn A <Dawn.Jagger@state.or.us>
Date: Friday, August 24, 2018 at 9:04 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Cc: COWIE ROBB <robb.cowie@state.or.us>
Subject: FW: WSJ Letter to the Editor

Hi Kate and Tina,

As I mentioned to you earlier this week, OHA has been working on a LTE in response to the WSJ LTE related to the opioid coverage proposals.

At this point, we believe this letter is about 95% ready to go, we are working through some last minute edits. I'll connect with robb later today to find out when we hope to submit this and pass that date along to you.

If you wouldn't mind reviewing sometime today, that would be great!

Thanks!

Dawn

Dear editor,

In “Oregon Overshoots on Opioids” (Aug. 16), doctors Sally Satel and Stefan Kertesz argue that an Oregon Medicaid proposal to limit opioid prescriptions for five chronic conditions would “exacerbate suffering for thousands of patients.” We disagree. This new proposal ~~would-was~~ brought forward expressly to expand evidence-based options for chronic pain management, allowing more Oregonians to find a care plan that works for them. Ultimately, scientific evidence will guide the decision.

Here is what we know: Opioid overprescribing continues to pose a grave risk to patients and has accelerated the epidemic nationwide. The Centers for Disease Control and Prevention reported an 11 percent increase in prescription opioid deaths in the United States between 2015 and 2016. Oregon bucked this tragic trend, leading the nation with a 17-percent decline. How? By implementing prescribing guidelines, expanding Medicaid coverage for non-opioid interventions for afflictions like neck and back pain, ~~and-while~~ increasing access to naloxone and recovery services.

Patients deserve safe, effective choices to relieve pain – not just a pill. Evidence is insufficient to determine the effectiveness of long-term opioid therapy for improving chronic pain and function. In fact, patients who use opioids for at least 90 days after initial prescription are 60 percent more likely to be still be on opioids in five years. According to the CDC, in many cases, non-opioid therapies such as Tylenol, therapy, exercise and massage may be better and safer than opioids.

That’s why we are considering adding coverage for a slate of services such as yoga, cognitive behavioral therapy and massage therapy. We are also looking at placing limits on the duration of opioid treatment (and tapering for patients currently on long-term opioid therapy) – while allowing doctors to make exceptions. Medicine is about balancing the harms and benefits of any treatment, and continuing to provide opioids as a primary tool for chronic pain management doesn’t pencil out.

An independent panel of health experts will consider the evidence and public input to evaluate this proposal. We don't know how these experts will decide. But we do know that offering only one pain management option that continues to kill Americans at alarming rates is a tragedy we can’t accept.

Patrick Allen is the director of Oregon Health Authority. Dana Hargunani, M.D., is chief medical officer of Oregon Health Authority.

From: [CAPPS Lindsey D * GOV](#)
To: [BLOSSER Nik * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: Revised White Paper
Date: Friday, August 24, 2018 11:10:49 AM
Attachments: [8.24.18 HS Graduation White Paper11am.docx](#)

Nik -- See attached. Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

Governor Kate Brown
Policy Agenda

Every Oregon Student Engaged, Empowered and Future Ready

Vision and goal

Education is a necessary building block for prosperity and a pathway out of poverty. Quality education is a key to providing students with options after they graduate high school with paths toward living wage jobs and continued education. **Governor Brown envisions a seamless of system of education from cradle to career Oregon where every student graduates high school with a path for their future.**

In moving Oregon forward in achieving this vision and to improve graduation outcomes,

Governor Brown's plan ~~to improve Oregon's schools means begins with~~ setting early and solid foundations for our children with universal access to high-quality preschool for ~~the our~~-highest-need kids/families, and individualized attention with manageable class sizes in kindergarten through 3rd grade. As they progress throughout middle and high school, Oregon students should also have a jump-start toward a college degree or hands-on career-connected learning tied to a job in their community. All students, regardless of what grade they are in, should have a longer school year closer to national norms, a safe school environment that supports learning, and culturally-responsive curriculum that engages students from diverse backgrounds. Their teachers need tools and professional supports – designed by educators, for educators.

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, Governor Brown is prioritizing education as an area for new investment targeted at improving education outcomes across the state. Every Oregon student must have the opportunity to achieve their full potential. This requires removing barriers especially for children and families who to access high-quality services, especially have those historically underserved ~~face the most institutional barriers to in accessing quality services~~ – children of color, low-income children, children with disabilities, ~~low income children~~, and English Language Learners.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less

likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While these economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have – opportunity that is founded on the fundamental acknowledgement that education drives opportunity.

In national comparisons, Oregon's average four-year graduation rate lags behind most other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years, and up 7 percentage points for historically underserved students. Still, there is much work to do to ensure those who face an achievement gap are supported to achieve at their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

A number of factors influence a student's ability to access quality education. As noted in the Chief Education Office's *Practice to Improve Student Achievement* (2017), students' poverty status is closely correlated with student engagement and student achievement. "While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes." We know that brain and cognitive development is affected by Adverse Childhood Experiences (ACEs), of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool³ and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It's not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor⁵. The study also

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

³ EdBuild, 2016

⁴ Duncan & Magnuson. 2011; Reardon, 2011

⁵ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>

examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.**

Best Practices

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical or dental appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ [This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, especially in relation to pension obligations.](#)

To be successful in an under-resourced environment, we must identify best practices and invest in them. Here is a summary:

Remove Barriers to School Readiness: Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷ It is also well-documented that benefits of universal high-quality pre-

⁶ Quality Education Model Report, 2018

⁷ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹ The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country¹¹.

Give the Youngest Students Personalized Attention: The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas¹². This class size sends the wrong message to families and teachers about the importance of our youngest students. Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes¹³, especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on-time (in four years) and go to college.

Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

¹² Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

¹³ Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

¹⁴ Practices to Improve the Achievement of Students in Poverty, 2017

learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶ Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

Engage & Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don’t participate in CTE programs.¹⁷ Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁸

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to

¹⁵ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

¹⁶ Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.

¹⁷ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Course-taking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

¹⁸ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.

identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in her 5-year plan:

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's *2018 Educator Equity Report* and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁹ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.²⁰

Recent Accomplishments

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

- **Graduation rate disparities between students have narrowed under Governor Brown's leadership.** As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.
- **Investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

¹⁹ Ibid.

²⁰ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf

- **In 2015, the Governor doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.
- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program under Governor Brown’s leadership, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.** New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Plan

Governor Brown’s plan for ensuring that every student graduates high school with a plan for the future is informed by student voice and experience, and the insights and expertise gleaned by parents, educators and communities across Oregon. It is also grounded in best practice research, data-driven analysis, and what we know works from innovative improvement strategies, student-centered practices and critical partnerships emerging within schools, communities and between sectors of education. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the “whole child” including transitions to kindergarten, safety in schools, professional supports to educators, culturally relevant and hands-on learning opportunities, and funding structures and systems that align practices and programs across the education continuum from preschool to college and career. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

In achieving Oregon’s vision of a seamless system of education from cradle to career, The Governor’s plan for the Governor will advance the following strategies for improving graduation outcomes: investments in our education system are as follows:

1. **High-quality preschool for low-income students.** Decades of research is clear- children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool to an additional 10,000 children from low-income families and with developmental delays and disabilities in the next biennium, with a goal of serving all 40,000 of this group of children by 2025.
2. **Manageable class sizes in grades K-3.** In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in 1st grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).
3. **Require a 180-day school year:** We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.
4. **Ensure safe and effective schools.**
 - a. School Climate: Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Deputy Superintendent has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.

- b. Chronic Absenteeism and Drop-Out Prevention: Students have needs for social supports that go well beyond the classroom walls, all of which impact their ability to focus on school and attendance. Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment in schools to enhance schools' capacity to provide critical counseling supports, wrap-around services to students and their families, enhance trauma-informed social and emotional learning, and effective implementation of early indicator and intervention systems. These investments will not only improve the ability for students to have basic needs met that allow them to thrive at school, they can also shape an entire classroom climate by reducing disruptions.
- c. Facilities: As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. Governor Brown will continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.

5. Invest in Career and Technical Education (CTE) and postsecondary pathways. We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity alone. These options should be available to all students, but especially those who have faced an achievement and opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to career-technical education (CTE) and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for

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students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.

- c. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.

d.

6. Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.
- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and

coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

7. **Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes.** Governor Brown’s vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district-level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver. In achieving her vision that every student graduate with a plan for their future, Governor Brown will work over the next biennium to ~~ensure~~ forge a shared-commitment between the State and our local schools and communities to close persistent gaps in opportunity and achievement, prioritizing the needs of students with disabilities, students navigating poverty, and students of color. This in part means ensuring that existing State strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of our local schools.

Using data to drive policy will be a key point of Governor Brown’s plan to ensure that we’re investing our funds wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from the Oregon State education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points (and associated policies and programs) most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/youth engagement, and ensure that we are closing the achievement gap.

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

Contact:

Lindsey Capps, Chief Education Officer

DRAFT – 8.24.18 10 30am

Pooja Bhatt, Education Policy Advisor, Office of Governor Kate Brown

DRAFT

From: [LESLIE Berri * GOV](#)
To: [TAYLOR Dawn - ELD](#)
Subject: Automatic reply: Children's Cabinet - September - Plan refinement
Date: Friday, August 24, 2018 11:29:39 AM

Greetings,

Thank you for your email. I will be out of the office until Monday, August 27th and will only be checking email intermittently. If you need immediate assistance, please contact:

Sheril Arroyo
503-428-6533

Thanks!

Berri

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Subject: FW: PPS release
Date: Friday, August 24, 2018 12:22:20 PM
Attachments: [image001.png](#)
[image002.png](#)

FYI for all—PPS included mention of our visit in their advisory yesterday, which I found out when I started call downs to stations, so some stakeholders may know about it.

The PPS comms director said he had the okay from Courtney Westling to include it in the advisory. I haven't been able to get a hold of her to connect on this. No one on our team was given a heads up/asked permission, etc. But the event is out there. KOIN confirmed with me.

Chris, just wanted you to be aware before I continue call downs to the outlets we originally discussed targeting, as we will not be able to embargo anything.

From: Adele Steiger <Adele.Steiger@koin.com>
Date: Friday, August 24, 2018 at 11:47 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: PPS release

PPS Communications <ppscomms@pps.net>
Yesterday, 10:13 AM KOIN-News
Inbox

Error! Filename not specified.ENPS/SENT

You forwarded this message on 8/23/2018 10:20 AM

Image removed by sender. A message from Portland Public Schools



News Release

August 23, 2018

Contact: Harry Esteve | hesteve@pps.net | Cell: 503-432-6685

Superintendent, Board Chair to visit three middle schools on first day of school

Monday, Aug. 27, is the first day of school for many students at Portland Public Schools. It is going to be a busy, exciting and newsworthy day. Here are some highlights for your coverage:

Superintendent Guadalupe Guerrero will visit three middle schools in the morning.

8:30 am. -- Roseway Heights, 7334 NE Siskiyou St., 97213

9:30 a.m. -- Ockley Green, 6031 N. Montana Ave., 97217

10:30 a.m. -- Harriet Tubman, 2231 N. Flint Ave., 97227

The superintendent will be joined by PPS Board Chair Rita Moore and Portland Association of Teachers President Suzanne Cohen. All will be available for interviews about the first day of the 2018-19 school year.

The opening of Harriet Tubman and Roseway Heights middle schools is a major step forward for our district, providing more than 1,000 students in historically underserved communities with comprehensive middle grade education. The conversion of Ockley Green from a K-8 to a middle school helped pave the way for Harriet Tubman and Roseway Heights to open this year.

Additionally, Gov. Kate Brown will visit Madison High School at 8 a.m. She will be joined by Madison Principal Petra Callin and PPS Deputy Superintendent for Instruction and School Communities Dr. Yvonne Curtis.

Note: First day for most kindergartners is Thursday, Aug. 30.

##

Portland Public Schools, founded in 1851, is a PK-12 urban school district. With more than 46,000 students in 78 schools, it is the largest school district in Oregon. Learn more at www.pps.net.

Adele Steiger | Senior Assignment Editor
KOIN | koin.com
222 SW Columbia St • Suite 102 • Portland, OR 97201
D: 503.464.0743
Adele.Steiger@koin.com



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Watching out for you



From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [EDLUND Tina * GOV](#); [MORRELL Linda * DAS](#)
Subject: Re: WSJ Letter to the Editor
Date: Friday, August 24, 2018 1:38:11 PM

This is fine. But, please confirm Tina and Jeff are good with t.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 24, 2018, at 11:05 AM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

Chris, any thoughts on the attached?

From: Jagger Dawn A <Dawn.Jagger@state.or.us>
Date: Friday, August 24, 2018 at 9:04 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, EDLUND Tina * GOV
<Tina.EDLUND@oregon.gov>
Cc: COWIE ROBB <robb.cowie@state.or.us>
Subject: FW: WSJ Letter to the Editor

Hi Kate and Tina,

As I mentioned to you earlier this week, OHA has been working on a LTE in response to the WSJ LTE related to the opioid coverage proposals.

At this point, we believe this letter is about 95% ready to go, we are working through some last minute edits. I'll connect with robb later today to find out when we hope to submit this and pass that date along to you.

If you wouldn't mind reviewing sometime today, that would be great!

Thanks!

Dawn

<DRAFT_WSJ_LTE v.5[1] KK.docx>

From: [BLOSSER Nik * GOV](#)
To: [KORESKEI Debbie * GOV](#); [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#); [PAIR Chris * GOV](#)
Subject: Final draft - please give green light for design
Date: Friday, August 24, 2018 2:18:37 PM
Attachments: [8.24.18 HS Graduation White Paper11am_nikedits.docx](#)

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Governor Kate Brown
Policy Agenda

Every Oregon Student Engaged, Empowered and Future Ready

Vision and goal

We need a seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through 3rd grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.

Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have – opportunity that is founded on the fundamental acknowledgement that education drives opportunity.

¹ America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

² Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.

In national comparisons, Oregon’s average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

Commented [NB1]: Confirm with Lindsey.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s *Practice to Improve Student Achievement* (2017), students’ poverty status is closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”. We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool³ and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor⁵. The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark. **This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.**

³ EdBuild, 2016

⁴ Duncan & Magnuson, 2011; Reardon, 2011

⁵ Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>

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Best Practices

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them. Here is a summary:

Remove Barriers to School Readiness: Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷ It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹ The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and

⁶ **Quality Education Model Report, 2018**

⁷ American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

relative to income, Oregon is among the least affordable states for infant and toddler child care in the country¹¹.

Give the Youngest Students Personalized Attention: The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas¹². Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes¹³, especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

Target Student and Family Engagement Strategies: House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk: One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example,

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

¹² Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

¹³ Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

¹⁴ Practices to Improve the Achievement of Students in Poverty, 2017

¹⁵ Chief Education Office. (2017). Practices to Improve the Achievement of Students in Poverty: House Bill 4057 (2016) Legislative Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf

American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶ Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

Engage & Equip Students with Career and College Pathways: Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁷ Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.¹⁸

Develop and Empower Educators: It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in her 5-year plan:

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's *2018 Educator Equity Report* and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.

¹⁶ Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf

¹⁷ Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Course-taking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

¹⁸ U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf

- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁹ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.²⁰

Recent Accomplishments

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

- **Graduation rate disparities between students groups have narrowed.** As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.
- **While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.** In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.
- **In 2015, the state doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.** School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.

¹⁹ Ibid.

²⁰ Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf

- **In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and an additional \$1 million to pilot trauma-informed practices** to address the effects of adverse childhood experiences on learning in the classroom.
- **In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities** to meet the diverse learning needs of all students.
- **With the creation of the Oregon Promise program, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.** New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.

Agenda

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child". Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

In achieving Oregon's vision of a seamless system of education from cradle to career, we must prioritize the following strategies for improving graduation outcomes:

1. **High-quality preschool for low-income students.** Decades of research is clear: children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.
2. **Improved class sizes in grades K-3.** In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the

highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).

3. **Require a 180-day school year:** We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.
4. **Ensure safe and effective schools.**
 - a. School Climate: Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Deputy Superintendent has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.
 - b. Chronic Absenteeism and Drop-Out Prevention: Students have needs for social supports that go well beyond the classroom walls, all of which impact their ability to focus on school and attendance. Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment in schools to enhance schools' capacity to provide critical counseling supports, wrap-around services to students and their families, enhance trauma-informed social and emotional learning, and effective implementation of early indicator and intervention systems. These investments will not only improve the ability for students to have basic needs met that allow them to thrive at school, they can also shape an entire classroom climate by reducing disruptions.
 - c. Facilities: As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund

school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.

5. **Invest in Career and Technical Education (CTE) and post-secondary pathways.** We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity alone. These options should be available to all students, but especially those who have faced an achievement and opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.
- c. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.

6. Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.
- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

7. Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes. Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes. Governor Brown will work over the next biennium to forge a shared commitment between the State and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we're investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/youth engagement, and ensure that we are closing the achievement gap.

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

Contact:

Lindsey Capps, Chief Education Officer

Pooja Bhatt, Education Policy Advisor, Office of Governor Kate Brown

From: [BLOSSER Nik * GOV](#)
To: [HUTCHINGS Laura * GOV](#); [ZEJDLIK Gina * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: 2 fire-related EOs - your review/approval, please
Date: Friday, August 24, 2018 2:40:56 PM

approved

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>
Date: Friday, August 24, 2018 at 10:51 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: 2 fire-related EOs - your review/approval, please

Please see the attached and reply with your approval or any concerns/comments. Thanks!

Laura Hutchings

Assistant Scheduler to the Governor
Executive Assistant to Deputy Chief of Staff Gina Zejdlik
Office of Governor Kate Brown

900 Court Street NE, Salem, OR 97301 | phone: 503-378-6645 | laura.hutchings@oregon.gov

From: [CALDERON Miriam - ELD](#)
To: [CRAGER Rick - ODE](#)
Cc: [FREDERICK Becky - ODE](#); [TATE Ben - ELD](#); [MANDELL David P - ELD](#); [TAYLOR Dawn - ELD](#); [CAPPS Lindsey D * GOV](#)
Subject: Re: ELD/DHS Joint Letter
Date: Friday, August 24, 2018 3:03:43 PM

Ok, I'll be able to review in about 15 mins. Thanks!

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From: CRAGER Rick - ODE <rick.crager@ode.state.or.us>
Sent: Friday, August 24, 2018 2:45 PM
To: CALDERON Miriam - ELD
Cc: MANDELL David P - ELD; TAYLOR Dawn - ELD; CAPPS Lindsey D * GOV; TATE Ben - ELD; FREDERICK Becky - ODE
Subject: RE: ELD/DHS Joint Letter

Hi Miriam. I've worked with Cythnia to get their version that went through their shop and have now made some suggestions to get more in alignment as one emergency request (i.e. increase in federal resources) with two separate and distinct needs for each agencies. I've added a background section to provide context to the federal action and what the state has been doing to prioritize the resources. This is a combination of your original language along with DHS new language regarding the Governor's cabinet. I believe this background section then feeds into the individual needs of each agency so that you can isolate each request independently. Lets discuss after you've had a chance to review.

Rick



Oregon achieves . . . together!

Rick Crager
Assistant Superintendent of Finance and Administration
Office of Finance and Administration
Ph: 503-947-5658 | Cell: 503-480-5531
rick.crager@state.or.us | www.oregon.gov/ode

From: CALDERON Miriam - ELD
Sent: Friday, August 24, 2018 10:46 AM
To: CRAGER Rick - ODE <rick.crager@ode.state.or.us>
Cc: MANDELL David P - ELD <david.mandell@state.or.us>; TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CAPPS Lindsey D * GOV <lindsey.d.capps@oregon.gov>; TATE Ben - ELD <Ben.Tate@ode.state.or.us>
Subject: Re: ELD/DHS Joint Letter

That works for me. I'd like to see the language in the next version for a content review. Thanks Rick.

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From: CRAGER Rick - ODE <rick.crager@ode.state.or.us>

Sent: Friday, August 24, 2018 9:34 AM

To: CALDERON Miriam - ELD

Cc: MANDELL David P - ELD; TAYLOR Dawn - ELD; CAPPS Lindsey D * GOV; TATE Ben - ELD

Subject: ELD/DHS Joint Letter

Hi Miriam. Thanks for the call this morning. I've touched base with Cynthia Stinson and I think we are all on the same page with a joint letter with a little more blending. She is going to send me a version in about a hour that encompasses their recommendation from both Fairborz and the DHS fiscal folks. Once I have that, I will make sure we have our request portion correct in terms of Becky's budgetary estimates from position phase ins, service and supplies, and special payments. Then I will submit to all of you so that we can discuss collectively on any area of concerns or recommended changes back to DHS. At this point, I would recommend communication and coordination go through me directly to Cynthia and Eric just so we don't have too many people involved. Does that sound OK to you?

Rick



[Rick Crager](#)

Assistant Superintendent of Finance and Administration

Office of Finance and Administration

Ph: 503-947-5658 | Cell: 503-480-5531

rick.crager@state.or.us | www.oregon.gov/ode

From: [SIEGEL Marc - ODE](#)
To: [MORAWSKI Lisa - CEDO](#); [KONDAYEN Kate * GOV](#)
Subject: FW: Next Tuesday and Thursday
Date: Friday, August 24, 2018 3:19:00 PM

I'm out of the office all Tuesday and Thursday of next week for our ODE Management Retreat.



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DEPARTMENT OF
EDUCATION

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[Marc Siegel](#)
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [EDLUND Tina * GOV](#)
Subject: FW: Interview request
Date: Friday, August 24, 2018 3:33:32 PM

FYI

On 8/24/18, 2:12 PM, "Jeff Manning" <JManning@oregonian.com> wrote:

Perhaps someone else from your camp?

This story will report that by the end of 2018, CareOregon's losses will have topped \$120 million in three years, raising significant questions about the sustainability of Oregon's model of providing health care to the poor. This, of course, comes on the heels of FamilyCare going out of business essentially claiming it couldn't survive under the state's reimbursement regime.

At the very least, it certainly will complicate Tina's mission of finding \$825 million for the state's share of Medicaid.

My deadline is this afternoon.

Thanks,
Jeff

On 8/24/18, 2:05 PM, "KONDAYEN Kate * GOV" <Kate.KONDAYEN@oregon.gov> wrote:

Hi Jeff,

Thanks for reaching out but Tina's not available.

Best,
Kate

Sent from my iPhone

From: [KONDAYEN Kate * GOV](#)
To: [KLEIN Rosa * GOV](#); [CAPPS Lindsey D * GOV](#); [PAIR Chris * GOV](#)
Subject: FW: Statement
Date: Friday, August 24, 2018 3:39:02 PM

FYI below. No inquiries yet, as I understand it.

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Friday, August 24, 2018 at 1:24 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Statement

Just heard from the detective on the case, and we can't say much.

Revised statement:

The Office of Child Care is aware of a tragic incident involving an infant which occurred this week.

Give me a call if you have questions. Thanks.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: BERNT Betty - ELD
Sent: Friday, August 24, 2018 12:55 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Statement

Hi Kate,

Nothing new to report, but we drafted the statement below to be ready. Let me know what you think. Thanks!

The Office of Child Care is aware of a tragic incident which occurred in a child care setting in Eugene on Wednesday. We are working with partner agencies to assess the situation and take appropriate action. The child care provider has voluntarily surrendered her license, effective Thursday, August 23.

Betty Bernt | Communications Director
Early Learning Division | Oregon Department of Education
Desk 503-378-2792 | Cell 503-856-6040

From: [KONDAYEN Kate * GOV](#)
To: [BHATT Pooja * GOV](#); [PAIR Chris * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: Re: PPS release
Date: Friday, August 24, 2018 3:40:07 PM
Attachments: [image001.png](#)
[image002.png](#)

Thanks, Pooja! I talked to her and she said this one just passed her by. It went out yesterday, before you spoke with Courtney.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 1:26 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Subject: RE: PPS release

Hi Kate,
I talked to Courtney this morning based on our call last night, but did not discuss or authorize anything related to public advisories or releases just so you know.

Pooja

From: KONDAYEN Kate * GOV
Sent: Friday, August 24, 2018 12:22 PM
To: PAIR Chris * GOV; CAPPS Lindsey D * GOV; BHATT Pooja * GOV
Subject: FW: PPS release

FYI for all—PPS included mention of our visit in their advisory yesterday, which I found out when I started call downs to stations, so some stakeholders may know about it.

The PPS comms director said he had the okay from Courtney Westling to include it in the advisory. I haven't been able to get a hold of her to connect on this. No one on our team was given a heads up/asked permission, etc. But the event is out there. KOIN confirmed with me.

Chris, just wanted you to be aware before I continue call downs to the outlets we originally discussed targeting, as we will not be able to embargo anything.

From: Adele Steiger <Adele.Steiger@koin.com>
Date: Friday, August 24, 2018 at 11:47 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: PPS release

PPS Communications <ppscomms@pps.net>

Yesterday, 10:13 AM KOIN-News

Inbox

Error! Filename not specified.ENPS/SENT

You forwarded this message on 8/23/2018 10:20 AM

News Release

August 23, 2018

Contact: Harry Esteve | hesteve@pps.net | Cell: 503-432-6685

Superintendent, Board Chair to visit three middle schools on first day of school

Monday, Aug. 27, is the first day of school for many students at Portland Public Schools. It is going to be a busy, exciting and newsy day. Here are some highlights for your coverage:

Superintendent Guadalupe Guerrero will visit three middle schools in the morning.

8:30 am. -- Roseway Heights, 7334 NE Siskiyou St., 97213

9:30 a.m. -- Ockley Green, 6031 N. Montana Ave., 97217

10:30 a.m. -- Harriet Tubman, 2231 N. Flint Ave., 97227

The superintendent will be joined by PPS Board Chair Rita Moore and Portland Association of Teachers President Suzanne Cohen. All will be available for interviews about the first day of the 2018-19 school year.

The opening of Harriet Tubman and Roseway Heights middle schools is a major step forward for our district, providing more than 1,000 students in historically underserved communities with comprehensive middle grade education. The conversion of Ockley Green from a K-8 to a middle school helped pave the way for Harriet Tubman and Roseway Heights to open this year.

Additionally, Gov. Kate Brown will visit Madison High School at 8 a.m. She will be joined by Madison Principal Petra Callin and PPS Deputy Superintendent for Instruction and School Communities Dr. Yvonne Curtis.

Note: First day for most kindergartners is Thursday, Aug. 30.

##

Portland Public Schools, founded in 1851, is a PK-12 urban school district. With more than 46,000 students in 78 schools, it is the largest school district in Oregon. Learn more at www.pps.net.

Adele Steiger | Senior Assignment Editor

KOIN | koin.com

222 SW Columbia St • Suite 102 • Portland, OR 97201

D: 503.464.0743

Adele.Steiger@koin.com



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Watching out for you



From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Subject: Re: Op-ed revisions
Date: Friday, August 24, 2018 3:41:42 PM

I think I said something but just wanted to let you know Lindsey and Chris are on board, and besides my verbal feedback, no other comments from over here.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Wednesday, August 22, 2018 at 4:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Op-ed revisions

Kate,

Here is our op-ed. We mention Governor Brown in the beginning and the end. Please let me know if those references are fine with you.

Please send me feedback or approval by end of day Friday.

I want to send to Oregonian on Monday, but I can send as late as Tuesday.

This op-ed is slated for Sunday, Sept. 2.

From: GILL Colt - ODE
Sent: Wednesday, August 22, 2018 4:29 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Subject: RE: Op-ed revisions

Marc-

Here you go. Thank you!

Thanks,
Colt

From: [CALDERON Miriam - ELD](#)
To: [CRAGER Rick - ODE](#)
Cc: [FREDERICK Becky - ODE](#); [TATE Ben - ELD](#); [MANDELL David P - ELD](#); [TAYLOR Dawn - ELD](#); [CAPPS Lindsey D * GOV](#)
Subject: RE: ELD/DHS Joint Letter
Date: Friday, August 24, 2018 3:46:50 PM
Attachments: [ODEDHSChildCareLimitation.docx](#), [MCredits.docx](#)

Hi Rick, thank you for your work on this. The letter looks good. Attached w/ some minor additions in track.

Best, MC

From: CRAGER Rick - ODE
Sent: Friday, August 24, 2018 3:43 PM
To: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>
Cc: MANDELL David P - ELD <david.mandell@state.or.us>; TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CAPPS Lindsey D * GOV <lindsey.d.capps@oregon.gov>; TATE Ben - ELD <Ben.Tate@ode.state.or.us>; FREDERICK Becky - ODE <becky.frederick@ode.state.or.us>
Subject: RE: ELD/DHS Joint Letter

Miriam. Just spoke to Cynthia and they are good with the version I sent you. They had a few minor grammatical things but nothing of substance. Becky and Ben are working on the final estimates for the yellow areas, but I expect for us to have that complete today. So, just let me know where you are at on the final review and we might be able to get this to final draft before the meeting on Monday morning.

Rick



Oregon achieves . . . together!

Rick Crager
Assistant Superintendent of Finance and Administration
Office of Finance and Administration
Ph: 503-947-5658 | Cell: 503-480-5531
rick.crager@state.or.us | www.oregon.gov/ode

From: CALDERON Miriam - ELD
Sent: Friday, August 24, 2018 3:04 PM
To: CRAGER Rick - ODE <rick.crager@ode.state.or.us>
Cc: MANDELL David P - ELD <david.mandell@state.or.us>; TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CAPPS Lindsey D * GOV <lindsey.d.capps@oregon.gov>; TATE Ben - ELD <Ben.Tate@ode.state.or.us>; FREDERICK Becky - ODE <becky.frederick@ode.state.or.us>
Subject: Re: ELD/DHS Joint Letter

Ok, I'll be able to review in about 15 mins. Thanks!

Get [Outlook for iOS](#)

From: CRAGER Rick - ODE <rick.crager@ode.state.or.us>

Sent: Friday, August 24, 2018 2:45 PM

To: CALDERON Miriam - ELD

Cc: MANDELL David P - ELD; TAYLOR Dawn - ELD; CAPPS Lindsey D * GOV; TATE Ben - ELD; FREDERICK Becky - ODE

Subject: RE: ELD/DHS Joint Letter

Hi Miriam. I've worked with Cythnia to get their version that went through their shop and have now made some suggestions to get more in alignment as one emergency request (i.e. increase in federal resources) with two separate and distinct needs for each agencies. I've added a background section to provide context to the federal action and what the state has been doing to prioritize the resources. This is a combination of your original language along with DHS new language regarding the Governor's cabinet. I believe this background section then feeds into the individual needs of each agency so that you can isolate each request independently. Lets discuss after you've had a chance to review.

Rick



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Rick Crager

Assistant Superintendent of Finance and Administration
Office of Finance and Administration
Ph: 503-947-5658 | Cell: 503-480-5531
rick.crager@state.or.us | www.oregon.gov/ode

From: CALDERON Miriam - ELD

Sent: Friday, August 24, 2018 10:46 AM

To: CRAGER Rick - ODE <rick.crager@ode.state.or.us>

Cc: MANDELL David P - ELD <david.mandell@state.or.us>; TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CAPPS Lindsey D * GOV <lindsey.d.capps@oregon.gov>; TATE Ben - ELD <Ben.Tate@ode.state.or.us>

Subject: Re: ELD/DHS Joint Letter

That works for me. I'd like to see the language in the next version for a content review. Thanks Rick.

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From: CRAGER Rick - ODE <rick.crager@ode.state.or.us>

Sent: Friday, August 24, 2018 9:34 AM

To: CALDERON Miriam - ELD

Cc: MANDELL David P - ELD; TAYLOR Dawn - ELD; CAPPS Lindsey D * GOV; TATE Ben - ELD

Subject: ELD/DHS Joint Letter

Hi Miriam. Thanks for the call this morning. I've touched base with Cynthia Stinson and I think we are all on the same page with a joint letter with a little more blending. She is going to send me a version in about a hour that encompasses their recommendation from both Fairborz and the DHS fiscal folks. Once I have that, I will make sure we have our request portion correct in terms of Becky's budgetary estimates from position phase ins, service and supplies, and special payments. Then I will submit to all of you so that we can discuss collectively on any area of concerns or recommended changes back to DHS. At this point, I would recommend communication and coordination go through me directly to Cynthia and Eric just so we don't have too many people involved. Does that sound OK to you?

Rick



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[Rick Crager](#)

Assistant Superintendent of Finance and Administration

Office of Finance and Administration

Ph: 503-947-5658 | Cell: 503-480-5531

rick.crager@state.or.us | www.oregon.gov/ode



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

August 27, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD) and the Department of Human Services respectfully requests an increase to their respective agency budget limitations due to additional funding allocated through Child Care Development Block Grant (CCDBG). These requests are as follows:

- ODE ELD requests an increase in \$X in Federal Funds limitation to improve access to quality child care, particularly for infants and toddlers, and the establishment of 24 limited duration positions (0.00 FTE) to enhance the safety of care.
- DHS requests an increase of \$10,684,476 increase in Other Funds limitation to expend additional direct child care assistance services CCDBG funds received through ODE.

Background

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Child Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018.

Oregon's share of these new federal funds is \$25,600,808 for FY 2018 and FY 2019. The federal award letter, received first on May 1, 2018 indicates that FY 2018 Federal Funds must be obligated by September 30, 2019 and liquidated by September 30, 2020.

The federal guidance for these new monies indicate that states should support new requirements enacted under the 2014 federal child care law (CCDBG Act Reauthorization),

which included provisions to improve the health, safety, and quality of child care and make child care assistance a more stable support for families.

Over the summer, a subcommittee of the Governor's Children's Cabinet met, focusing on changes to the child care system that could improve access to services for families and providers with these additional resources. The ELD and DHS also co-convened a workgroup with key stakeholders, advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee) to advise both agencies on the strategic use of these additional dollars for Oregon's child care system.

The groups identified priorities related to addressing the shortage of infant and toddler care, assisting providers in covering costs associated with new federal health and safety regulations, expanding access to community-based training and technical assistance for the child care workforce, and ensuring low-income families can access and afford high-quality child care that meets their needs.

To effectively move forward in carrying out the priorities established by the Governor's Children's Cabinet, both ODE and DHS require increases to their respective budgetary limitation for 2017-19 to expend the new federal resources.

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Agency Action

Oregon Department of Education – Early Learning Division

The Oregon Department of Education, through its Early Learning Division, requires an additional **\$X in Federal Funds limitation and 0.00 FTE** to accomplish the following:

- Strengthen the child care licensing program to ensure the health and safety of children in care and support providers to successfully meet licensing requirements: ELD requests **\$X in Federal Funds limitation to increase staffing by 0.00 FTE** in the Office of Child Care (OCC) resulting in licensing caseloads that are closer to industry standards, and greater capacity in the legal and compliance unit.
- Pilot a new approach to building a supply of affordable, sustainable, high-quality infant and toddler care: ELD will requests **\$X in Federal Funds limitation and 0.00 FTE** to begin a pilot of contracted slots for child care providers to serve infants and toddlers in low-income families. Provider reimbursements will more closely align to the actual costs of providing high quality care, and the ELD will target funds for contracted slots to communities where there is a dearth of infant or toddler care.
- Enhance direct supports for providers to support high-quality care: **ELD requests \$X in Federal Funds limitation and 0.00 FTE** to make resources available to licensed providers to help subsidize their costs associated with meeting new licensing regulations (e.g., background checks, training, equipment), and increase investments in the professional learning system for the child care workforce.

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
August 27, 2018
Page 3 of 3

Oregon Department of Human Services

With Federal Funds transferred from ODE, DHS is requesting an Other Funds limitation expenditure of \$10,684,476. As mentioned above, DHS has been working for the past several months with a subcommittee of the Governor's Children's Cabinet and a separate, but overlapping stakeholder group to collaboratively construct recommendations for the use of the additional funds. Recommendations are not yet available from these groups, but DHS anticipates being able to present the options in person during legislative hearings considering this request.

Based on the discussions with the stakeholder groups, DHS action will center the additional funding around DHS Child Care Program enhancements that improve access to child care for parents and providers that do not result in DHS system changes.

Action Requested

Oregon Department of Education

ODE ELD request an increase in \$X in Federal Funds limitation and the establishment of 24 limited duration position (0.00 FTE).

Department of Human Services

DHS requests an increase of \$10,684,476 increase in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

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Legislation Affected

Oregon Department of Education: Section 4(1) Chapter 590, Oregon Laws (2017)
Section 5(1) Chapter 590, Oregon Laws (2017)

Oregon Department of Human Services Section 2(2) Chapter 597, Oregon Laws (2017)

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care, ~~in our state~~. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

Sincerely,

Colt Gill
Deputy Superintendent of
Public Instruction

Miriam Calderon
Early Learning System
Director

Fariborz Pakseresht
Department of Human
Services Director

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
August 27, 2018
Page 4 of 3

From: [PAIR Chris * GOV](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: GKB prep for Monday
Date: Friday, August 24, 2018 3:54:12 PM

Lindsey/Pooja-

I hope you can join Kate and I Saturday at 12:15p for a 45 min prep session with GKB. We will run through her remarks for the event at Madison High School and conduct a Q+A. Apologies for the weekend slot, but her schedule was just too packed today.

I'll forward the calendar invite.

Thanks,
Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [FISHER Nikki * GOV](#); [KING Natalie * GOV](#); [LINEBAUGH Kourtney * GOV](#); [POLALES Jack * GOV](#)
Subject: general bio review
Date: Friday, August 24, 2018 4:11:03 PM

Hi team,

The Governor's preferred bio that we've been using for the past six months or so is here, (translated into Spanish by Hillsboro High folks).

<https://docs.google.com/document/d/1W9zmLA6hCtq2U9Yfei8Et4ERtwkxxsviX8XSuzlYbQU/edit>

I wanted to add some healthcare access language in before providing it to OHSU, and potentially just cut the horsebackriding piece altogether for something like enjoying nature. If we're on board with making those changes and making them standard, I can make sure the Spanish translation aligns too.

Let me know your thoughts. Since we'll be doing more events with formal intros again in the coming weeks, I just wanted to be mindful that we're speaking to our audiences.

Thanks!
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#); [PAIR Chris * GOV](#)
Subject: Draft TPs for remarks
Date: Friday, August 24, 2018 4:33:33 PM

Will send over to Stormy shortly, please let me know of any red flags.

https://docs.google.com/document/d/1TFDFu2UI2A7T97_Viftgej4GVkRv08p60aejwYZHI3A/edit?usp=sharing

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: Monday 8/27 event: Governor Brown back to school
Date: Friday, August 24, 2018 4:47:38 PM

I'd like to tell Betsy that I know how she feels about events, which is why I don't reach out in every case, but that I thought this one would be worthwhile. Too explicit or okay?

From: Betsy Hammond <betsyhammond@oregonian.com>
Date: Friday, August 24, 2018 at 4:45 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Monday 8/27 event: Governor Brown back to school

Kate:

I am doubtful either Bethany Barnes, our PPS reporter, or I will be at Madison, as the last time the governor was there, there was nothing of substance to cover, apart from a few things Colt Gill said.

https://www.oregonlive.com/education/index.ssf/2016/08/kate_brown_talks_up_career_ed.html

Image removed by sender.



[Kate Brown talks up career ed as antidote to Oregon's high ...](#)

www.oregonlive.com

Gov. Kate Brown visited a course on medical interventions and another on digital design at Portland's Madison High Wednesday morning to highlight the role hands-on career-oriented courses can play in reducing Oregon's gargantuan school dropout problem. Brown and her new graduation guru, former ...

Is there a reason to think it would be different this time? Back-to-school appearances by governors (not just Kate Brown) are generally great photo ops for us but not much more. (I trust her Flickr account will have lots of great photos from that visit, as it does of so many other events. You know I am a fan of the governor's Flickr stream and really appreciate the

work you guys do on that.)

Betsy

Betsy Hammond
Editor, Education and Portland team
State education enterprise reporter
(503) 294-7623
betsyhammond@oregonian.com
www.oregonlive.com/education
www.oregonlive.com/politics
@chalkup
@OregonianPol

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Friday, August 24, 2018 4:37 PM
To: Betsy Hammond
Subject: Monday 8/27 event: Governor Brown back to school

Hi Betsy,

Sorry not to get this note over to you sooner—I called a short while ago and left you a voicemail. Per my message, I wanted to pass along some event information for your consideration. Governor Kate Brown will head to Madison High School (2735 NE 82nd Ave, Portland, OR 97220) on Monday, August 27 at 8 AM to greet and address the freshman class on the importance of education and her priorities. She was there two years ago, and will reflect on some of the changes she's seen and hopes to see.

The Governor will be available for questions after her remarks. Please let me know if I should expect you.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [BOYLES Stormy * GOV](#)
Cc: [PAIR Chris * GOV](#); [POLALES Jack * GOV](#)
Subject: Madison high speech outline
Date: Friday, August 24, 2018 4:48:32 PM
Attachments: [Back to School @ Madison TPs 8.27.18.docx](#)

Hi Stormy,

Will you please add these talking points for Monday in the packet for tonight? This version reflects the Governor's feedback this morning, and we can easily change it tomorrow during prep if she wants to see more adjustments. I'll be working on talking points for the Q&A session tonight and tomorrow.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

[Greeting, introduce yourself, express excitement at first day of school]

To me, it signals the opportunities each one of you has. Opportunities to connect to your classmates, with the world, and to connect in the classroom to your potential careers.

As many of you know, Oregon is really challenged by some of the lowest high school graduation rates in the country.

30 years ago, that wasn't a big deal. There were plenty of jobs in fishing, farming, and timber. Those jobs have unfortunately become few and far between.

That's why it's so important that you graduate with a plan for your future and the skills to get there.

There are 342 of you today. How many of you know what you want to do after school? *[Invite audience call and response]*

The route to all 342 dreams begins here. Today. In your classrooms.

We want to make sure that all of you graduate, and we're working on additional tools to help you do that. Like:

- **Great teachers, and more time with them**
- **More school days, in line with the national norms of 180 days**
- **Access to hands-on learning like career and technical ed (CTE)**

I was here two years ago and I met some of your amazing teachers, classmates and programs, and I saw the ways this work can make a difference.

If we can continue this across the state, we can make a huge impact inside and outside of school.

During my time as governor:

- **Invested \$30M first year**
- **Quadrupled that in the last legislative session, bringing our total to \$170M**
- **Total \$300M in our career and technical ed classrooms**

My goal is that every high school—not just Madison—has CTE/STEAM programming so that you feel engaged by your classes, and have the tools you need to reach your full potential long after you graduate from high school.

Because I believe that every student in Oregon—like you—can succeed.

And I believe that Oregon needs to provide what you need to thrive.

Can I get your commitment to helping us get closer to our goals? Can I get your commitment to graduate in 2022? [*Initiate audience call and response, do again if they're not fired up.*]

With your commitment, and Oregon's, we can make sure every one of you can reach your potential, and your dreams.

Thank you!

From: [LESLIE Berri * GOV](#)
To: [CHEANG Sophorn * GOV](#)
Cc: [BLOSSER Nik * GOV](#)
Subject: Re: Schedule - SC
Date: Friday, August 24, 2018 4:55:18 PM

Have a great time Sophorn! That sounds like quite an adventure. Really looking forward to seeing you Monday and hearing about your first week.

Sent from my iPhone

On Aug 24, 2018, at 4:41 PM, CHEANG Sophorn * GOV <Sophorn.CHEANG@oregon.gov> wrote:

Hi Nik and Berri,

I would like to let you both know that I will be at the Cambodian Community Camping (with my family and other ~300 Cambodian people) starting Friday evening till Sunday afternoon. I will have my cell phones with me, the service over there is limited, but I will be checking my phones often.

Thank you both.

Sincerely,

Sophorn

--

Sophorn Cheang, Director
Diversity, Equity and Inclusion
Office of Governor Kate Brown
900 Court Street NE, Suite 254
Salem, OR 97301

Executive Assistant: Emily Coates
Emily.Coates@oregon.gov
503-378-6833

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Monday 8/27 event: Governor Brown back to school
Date: Friday, August 24, 2018 5:06:41 PM

That works for me. You can even be more direct: "I think this one would be worthwhile."

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Friday, August 24, 2018 at 4:47 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: Monday 8/27 event: Governor Brown back to school

I'd like to tell Betsy that I know how she feels about events, which is why I don't reach out in every case, but that I thought this one would be worthwhile. Too explicit or okay?

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To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
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https://www.oregonlive.com/education/index.ssf/2016/08/kate_brown_talks_up_career_ed.html

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[Kate Brown talks up career
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high ...](https://www.oregonlive.com/education/index.ssf/2016/08/kate_brown_talks_up_career_ed.html)

www.oregonlive.com

Gov. Kate Brown visited a course on medical interventions and another on digital design at Portland's Madison High Wednesday morning to highlight the role hands-on career-oriented courses can play in reducing Oregon's gargantuan school

dropout problem. Brown and her new
graduation guru, former ...

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Betsy

Betsy Hammond
Editor, Education and Portland team
State education enterprise reporter
(503) 294-7623
betsyhammond@oregonian.com
www.oregonlive.com/education
www.oregonlive.com/politics
@chalkup
@OregonianPol

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Friday, August 24, 2018 4:37 PM
To: Betsy Hammond
Subject: Monday 8/27 event: Governor Brown back to school

Hi Betsy,

Sorry not to get this note over to you sooner—I called a short while ago and left you a voicemail. Per my message, I wanted to pass along some event information for your consideration. Governor Kate Brown will head to Madison High School (2735 NE 82nd Ave, Portland, OR 97220) on Monday, August 27 at 8 AM to greet and address the freshman class on the importance of education and her priorities. She was there two years ago, and will reflect on some of the changes she's seen and hopes to see.

The Governor will be available for questions after her remarks. Please let me know if I should expect you.

Best,
Kate

Kate Kondayen
Press Secretary

Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [PAIR Chris * GOV](#)
To: [BHATT Pooja * GOV](#); [BLOSSER Nik * GOV](#); [KORESKE Debbie * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: Re: Final draft - please give green light for design
Date: Friday, August 24, 2018 5:17:06 PM

Great. Please track changes, since I'm already formatting.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 5:13 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Final draft - please give green light for design

Lindsey and I have been deep in stakeholder outreach and are reviewing now.

From: BLOSSER Nik * GOV
Sent: Friday, August 24, 2018 2:18 PM
To: KORESKE Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV
Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: RE: Op-ed revisions
Date: Friday, August 24, 2018 5:53:40 PM

OK, thanks.



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Friday, August 24, 2018 3:42 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: Op-ed revisions

I think I said something but just wanted to let you know Lindsey and Chris are on board, and besides my verbal feedback, no other comments from over here.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Wednesday, August 22, 2018 at 4:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Op-ed revisions

Kate,

Here is our op-ed. We mention Governor Brown in the beginning and the end. Please let me know if those references are fine with you.

Please send me feedback or approval by end of day Friday.

I want to send to Oregonian on Monday, but I can send as late as Tuesday.

This op-ed is slated for Sunday, Sept. 2.

From: GILL Colt - ODE
Sent: Wednesday, August 22, 2018 4:29 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Subject: RE: Op-ed revisions

Marc-

Here you go. Thank you!

Thanks,
Colt

From: [KONDAYEN Kate * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: Draft remarks
Date: Friday, August 24, 2018 7:16:39 PM

Hi everyone,

Please see my very draft-y opening and TPs for Monday's avail. Happy to incorporate feedback, especially structurally, as the systemic/targeted explanation is a new one that may only make sense to me.

<https://docs.google.com/document/d/1uAHQs6hO3R9IHClSnS0dO9U4ichAuwTeHLEpM7mNsO8/edit?usp=sharing>

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Friday, August 24, 2018 at 10:21 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Draft remarks

That's excellent. Thanks, Kate.

Lindsey Capps
Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: KONDAYEN Kate * GOV
Sent: Friday, August 24, 2018 10:12 AM
To: BHATT Pooja * GOV; CAPPS Lindsey D * GOV
Cc: PAIR Chris * GOV
Subject: Re: Draft remarks

Thanks, all!

The Governor digested this well and gave me some off the cuff remarks that I'm pulling together into bullets for her. I'll also work on the materials for the avail. She wants to focus on 3 messages at a time, so I've updated the messaging bullets in my original email below. She'll highlight preschool and K-3 class sizes during the avail, as well as CTE.

I'll also move forward on a press release, and I will wait to hear from you three in terms of paper edits and web copy.

Thanks,
Kate

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 7:30 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Draft remarks

I like the edits. Nuance that doesn't necessarily need to be clarified in the talking points but I wanted to make sure you caught - the class size piece in the paper is in relation to grades k-3 only. Thanks for the heads up on timeline. I will be available to help with quick edits or reviews as needed throughout the day.

From: KONDAYEN Kate * GOV
Sent: Thursday, August 23, 2018 11:08 PM
To: BHATT Pooja * GOV; CAPPS Lindsey D * GOV
Cc: PAIR Chris * GOV
Subject: Re: Draft remarks

Thanks for the suggestions, revisions and comments. I've incorporated and updated the remarks, which are still viewable at the original link:

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jC0V9BaeHTtQ/edit>

To Pooja's question, I wanted to share what I understand to be our total timeline and messaging opportunities. Yes, it is all Monday. Since the white paper is so comprehensive, we need to pick and choose our messages by audience, with a max of four for the Governor to deliver in one setting.

MONDAY

8:15 AM Speech to freshmen (open to media)

- Amazing teachers and more time with them (180 days)
- CTE funding
- Student resources (safety)

8:45 AM Media avail

- Preschool

- K-3 class sizes
- CTE funding

10 AM(?) After action press release to media and general public, linking to web copy and full white paper

- Preschool
- 180 days
- Class sizes
- CTE funding
- Student resources (wraparound supports, safety)
- Teacher training

In terms of prep timeline: Chris and I have time with the Governor tomorrow AM, where we'll walk through the speech with her briefly. After getting her feedback, we will then digest the revised speech into bullet points and prepare talking points for her for the avail. We may need you to look over the talking points in the middle of the day on a tight timeline. Then we hope to grab her again for another round of prep either in the afternoon or over the weekend. No matter what, we have to have her Monday materials in her packet (revised speech bullets, media avail talking points) by COB tomorrow. In tandem, we'll be working edits to the actual white paper, the press release, and web copy, which will need to be live in time to send the press release. We'd love to have that wrapped by COB too but the priority is to have the Governor what she needs first.

So, bottom line, we've made a lot of progress but still have a lot to do. Thanks for everything so far!

Best,
Kate

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Thursday, August 23, 2018 at 7:32 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Draft remarks

Hi Kate,
Thanks for putting this together for our review so quickly! I like it overall and have a couple questions/comments - feel free to take it or leave it:

-In the place where you talk about graduation dreams beginning on Graduation Day 2022, I actually wonder how motivating that is to hear for incoming freshman for whom 4 years may seem like a long slog. I'm certainly not a messaging pro but I wonder if it may be more compelling to have them hear that your dream starts today and to give them a sense of empowerment that encourages them to come to school tomorrow. This school, like all High schools, can access measure 98. To my knowledge, Madison has programs that meet all 3 pillars of it. I point that out only because it could make the idea of opportunity more tangible and let them know that opportunity starts today - seek out the opportunities that you have at this school to get exposed to careers - to test them out. To get exposed to college courses. If this sounds like a path you want to go down, I can help track down info on specific programs that the school might offer in that regard.

-I'm curious about the omission of preschool, but I understand that to an incoming HS freshman class t's not necessarily a compelling point. It is a huge component of the plan though, and it may be worth exploring how to fit that in.

-Madison is a very diverse school with a majority of students of color. It may be good to expand the culturally-responsive curriculum talking point and make it less adult-y (i.e. we want to make sure when you read books for your classes, that you see images of people who look like you, who reflect your cultures, and the cultures of your classmates.) Lindsey - do you have suggestions on this in particular? I don't have a good sense of where we are with implementation of the Tribal Ed and ethnic studies bills. But maybe we just keep it broad because the "we want to make sure" is a vision statement anyway? Just a question for us all.

-I'm wondering if we can talk about the rollout/timing of this speech, the white paper being published, and the web-ready version of the white paper. Is it all Monday?

Pooja

From: KONDAYEN Kate * GOV
Sent: Thursday, August 23, 2018 7:09 PM
To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV
Cc: PAIR Chris * GOV
Subject: Draft remarks

I still have some holes but structure is pretty clear, I think. Please feel free to make changes as suggestions in tracked changes.

One thing I want to flag is that the Madison grad rates jump that I see online are closer to 6.5 or 7 percent, not the 8 percent jump that ODE flagged for us. Something I will track down but please let me know if you know more.

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jC0V9BaeHTtQ/edit>

Thanks!
Kate

From: [PAIR Chris * GOV](#)
To: [BHATT Pooja * GOV](#); [BLOSSER Nik * GOV](#); [KORESKEI Debbie * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: Final draft - please give green light for design
Date: Friday, August 24, 2018 8:00:42 PM
Attachments: [Education Agenda 1.pdf](#)

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 5:44 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV
Sent: Friday, August 24, 2018 2:18 PM
To: KORESKEI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV
Subject: Final draft - please give green light for design

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Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff

Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

DRAFT
8/24/18 7:50PM

Every Oregon Student Engaged, Empowered and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 24, 2018
Education Policy Agenda



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless of system of education from cradle to career, where every student graduates high school with a plan for their future.

Goal

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through 3rd grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected



learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of inter-generational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have – opportunity that is founded on the fundamental acknowledgement that education drives opportunity.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and up 7 percentage points for historically underserved students. While this shows progress, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). *GradNation Community Guidebook*. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). *The Graduation Effect*. Retrieved from <http://impact.all4ed.org/>.



Thoughts from Governor Brown

“We need to focus our improvement efforts to prioritize the kids who face the most barriers.”

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status is closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.” We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been

3. EdBuild, 2016

4. Duncan & Magnuson. 2011; Reardon, 2011



poor.⁵ The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.

5. Hernandez, D. J. (2012). *Double jeopardy: how third-grade reading skills and poverty influence high school graduation*. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.



BEST PRACTICES

Remove Barriers to School Readiness

Give the Youngest Students Personalized Attention

Target Student and Family Engagement Strategies

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

Engage & Equip Students with Career and College

Develop and Empower Educators



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. *Quality Education Model Report, 2018*



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association. (2017). *Comprehensive research review finds lasting effects of quality early childhood education through high school*. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). *The Effects of Universal Pre-K on Cognitive Development*. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development (Brief)*. Retrieved from www.developingchild.harvard.edu.

10. *Preschool Promise, Oregon Pre-kindergarten, and Early Childhood Special Education/Early Intervention*

11. ChildCare Aware. (2017). *Parents and the High Cost of Child Care*. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

12. Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

13. Mathis, William. *Research-Based Options for Education Policymaking*. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

14. *Practices to Improve the Achievement of Students in Poverty*, 2017



Thoughts from Governor Brown

“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). *On-track status as a predictor of graduation*. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in her 5-year plan:

- *The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.*
- *The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸*

17. *Ibid.*

18. Chief Education Office. (2018) *Oregon Educator Equity Report*. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.



Thoughts from Governor Brown

“High school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). *Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior*. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). *What Works Clearinghouse Intervention Report*. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enroll-



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between students groups have narrowed

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015

In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

In 2015, the state doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community

School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.

In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and including \$1 million to pilot trauma-informed practices

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities

This helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategies Include:

ONE: High-quality preschool for low-income students

Expanding high-quality preschool in the next biennium to an additional 10,000 low-income children and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3.

Reduce averages to 20 in kindergarten, 23 in first grade, and 23 in grades 2-3

THREE: Require a 180-day school year

Ensuring Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education & post-secondary pathways

Guaranteeing that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Making Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child". Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.

ONE: High-quality preschool for low-income students

Decades of research is clear: children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).

THREE: Require a 180-day school year:

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.



FOUR: Ensure safe and effective schools

- a. *School Climate: Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for All Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.*
- b. *Chronic Absenteeism and Drop-Out Prevention: Students have needs for social supports that go well beyond the classroom walls, all of which impact their ability to focus on school and attendance. Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment in schools to enhance schools' capacity to provide critical counseling and mental health support, wrap-around services – including services co-located in schools - to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will not only improve the ability for students to have basic needs met that allow them to thrive at school, they can also shape an entire classroom climate by reducing disruptions.*



- c. *Facilities: As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.*

FIVE: Invest in Career and Technical Education (CTE) and post-secondary pathways

- a. *We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity alone. These options should be available to all students, but especially those who have faced an achievement and opportunity gap.*
- b. *College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high*



school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.

- c. *Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.*

SIX: Support world-class teachers and school leaders who reflect the communities they serve.

- a. *High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon’s public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.*
- b. *Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipat-*



becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes. Governor Brown will work over the next biennium to forge a shared commitment between the State and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.



From: [PAIR Chris * GOV](#)
To: [BHATT Pooja * GOV](#); [BLOSSER Nik * GOV](#); [KORESKEI Debbie * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: Final draft - please give green light for design
Date: Friday, August 24, 2018 9:21:14 PM
Attachments: [Education Agenda 2.pdf](#)

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 24, 2018 at 8:00 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 5:44 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV
Sent: Friday, August 24, 2018 2:18 PM
To: KORESKEI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV
Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

DRAFT
8/24/18 9:15PM

Every Oregon Student Engaged, Empowered and Future Ready



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless of system of education from cradle to career, where every student graduates high school with a plan for their future.

Goal

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through 3rd grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected



learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of inter-generational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have – opportunity that is founded on the fundamental acknowledgement that education drives opportunity.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and up 7 percentage points for historically underserved students. While this shows progress, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). *GradNation Community Guidebook*. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). *The Graduation Effect*. Retrieved from <http://impact.all4ed.org/>.



Thoughts from Governor Brown

“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status is closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.” We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been

3. EdBuild, 2016

4. Duncan & Magnuson. 2011;
Reardon, 2011



poor.⁵ The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.

5. Hernandez, D. J. (2012). *Double jeopardy: how third-grade reading skills and poverty influence high school graduation*. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.



BEST PRACTICES

Remove Barriers to School Readiness

Give the Youngest Students Personalized Attention

Target Student and Family Engagement Strategies

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

Engage & Equip Students with Career and College

Develop and Empower Educators



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. *Quality Education Model Report, 2018*



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association. (2017). *Comprehensive research review finds lasting effects of quality early childhood education through high school*. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). *The Effects of Universal Pre-K on Cognitive Development*. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

10. *Preschool Promise, Oregon Pre-kindergarten, and Early Childhood Special Education/Early Intervention*

11. ChildCare Aware. (2017). *Parents and the High Cost of Child Care*. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

12. Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

13. Mathis, William. *Research-Based Options for Education Policymaking*. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

14. *Practices to Improve the Achievement of Students in Poverty*, 2017



Thoughts from Governor Brown

“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). *On-track status as a predictor of graduation*. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in her 5-year plan:

- *The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.*
- *The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸*

17. *Ibid.*

18. Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.



Thoughts from Governor Brown

“High school students who take Career Technical Education courses in the final two years of high school are more likely to graduate”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). *Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior*. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). *What Works Clearinghouse Intervention Report*. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enroll-



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators

Graduation rate disparities between students groups have narrowed

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015

In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

In 2015, the state doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community

School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.

In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide and including \$1 million to pilot trauma-informed practices

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities

This helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



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FOUR: Ensure safe and effective schools

- a. *School Climate: Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for All Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.*
- b. *Chronic Absenteeism and Drop-Out Prevention: Students have needs for social supports that go well beyond the classroom walls, all of which impact their ability to focus on school and attendance. Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment in schools to enhance schools' capacity to provide critical counseling and mental health support, wrap-around services – including services co-located in schools - to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will not only improve the ability for students to have basic needs met that allow them to thrive at school, they can also shape an entire classroom climate by reducing disruptions.*



- c. *Facilities: As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.*

FIVE: Invest in Career and Technical Education (CTE) and post-secondary pathways

- a. *We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity alone. These options should be available to all students, but especially those who have faced an achievement and opportunity gap.*
- b. *College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high*



school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.

- c. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.*

SIX: Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon’s public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.*
- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipat-*



becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the State and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.



From: [LESLIE Berri * GOV](#)
To: [PAIR Chris * GOV](#); [BLOSSER Nik * GOV](#); [ISAAC Misha * GOV](#); [COBA Katy * DAS](#)
Cc: [LESLIE Berri * GOV](#)
Subject: FW: Tort claims for Office of Child Care
Date: Saturday, August 25, 2018 6:20:20 AM
Attachments: [L163275_TCN.pdf](#)
[ATT00001.htm](#)
[L163751_TCN.pdf](#)
[ATT00002.htm](#)
[L164731_TCN.pdf](#)
[ATT00003.htm](#)
[L164814_TCN.pdf](#)
[ATT00004.htm](#)
[L165052_TCN.pdf](#)
[ATT00005.htm](#)

Nik – we may want to cover this as a topic at exec on Monday.

From: "EVANS Penny * DAS" <Penny.EVANS@oregon.gov>
To: "COBA Katy * DAS" <Katy.COBA@oregon.gov>, "DEFOREST Brian E * DAS" <Brian.E.DEFOREST@oregon.gov>
Cc: "HOFFMAN Shelly * DAS" <Shelly.HOFFMAN@oregon.gov>, "POWERS Tracey * DAS" <Tracey.POWERS@oregon.gov>
Subject: FW: Tort claims for Office of Child Care

Good afternoon Katy and Brian,

Shelly asked me to forward this to you. No need to do anything, we just want to make sure you are aware.

As always, if you have any questions, please let us know.

Thank you,

Penny Evans
Claims Management Consultant
DAS, Enterprise Goods and Services, Risk Management
503-378-5508

<http://www.oregon.gov/DAS/EGS/Risk/Pages/index.aspx>

Data Classification: 4 - Confidential

Confidentiality Note: This electronic mail belongs to the Department of Administrative Services, Enterprise Goods and Services, Risk Management which may be confidential and/or legally privileged and is intended only for the use of the addressee(s). If you are not the intended recipient, do not disclose, copy, distribute or take any action in relation to the contents of this electronic information. If you have received this electronic mail in error, please notify us immediately.

From: EVANS Penny * DAS
Sent: Friday, August 24, 2018 12:07 PM
To: ISAAC Misha * GOV <Misha.ISAACK@oregon.gov>
Cc: HOFFMAN Shelly * DAS <Shelly.HOFFMAN@oregon.gov>; POWERS Tracey * DAS <Tracey.POWERS@oregon.gov>
Subject: Tort claims for Office of Child Care

Misha,

Shelly Hoffman asked me to notify you of some tort claims we have received recently for the Office of Child Care (OCC) within the Oregon Department of Education. I have received three within the last month and in talking with Ben Tate at OCC, I learned there are a couple more since the beginning of the year. I have included all five for you, some involve more than one claimant. Some of the claims are also against DHS. There is potentially another new one that I will know more about in the next day or two.

All of the claims are now assigned to me except for L163275 from Broadway Children's Center. That is assigned to Doug Leyshock.

Please let us know if you have any questions or concerns.

Thank you,

Penny Evans
Claims Management Consultant
DAS, Enterprise Goods and Services, Risk Management
503-378-5508

<http://www.oregon.gov/DAS/EGS/Risk/Pages/index.aspx>

Data Classification: 4- Confidential

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KILMER, VOORHEES & LAURICK, P.C.

A Professional Corporation
ATTORNEYS AT LAW

732 N.W. 19th AVENUE
PORTLAND, OREGON 97209

TELEPHONE (503) 224-0055
FAX (503) 222-5290

Graham M. Sweitzer
gsweitzer@kilmerlaw.com
Admitted in Oregon and Washington

Received
Risk Management

APR 6 2018

April 4, 2018

Dept. of Administrative Services

*Via Email (risk.management@oregon.gov)
and U.S. Mail*

Oregon Department of Education - Office of Child Care
c/o Director of the Oregon Dept. of Administrative Services
PO Box 12009
Salem, OR 97309-0009

Tort Claim Notice - ORS 30.275

Re: My Clients/Claimants: Broadway Children's Center and Celeste Artharee
Office of Child Care Case No: CC501953
Date of Loss: October 20, 2017

To Whom it May Concern:

This firm represents the Broadway Children's Center (BCC) and its owner, Celeste Artharee, who are hereby placing your office on notice of their intent to pursue a claim for damages against the Oregon Department of Education's Office of Child Care ("the OCC"). The claim is associated with the OCC's (i) revocation of BCC's certified child care license and (ii) statements to the press about BCC, including allegations that it presents "serious danger."

In an October 20, 2017 Notice of Intent to Deny (copy enclosed), the OCC stated that its revocation of BCC's license is based on incidents that occurred in 2015, 2016 and 2017. At the time of the Notice of Intent to Deny, however, the OCC and the Oregon Department of Human Services ("DHS") had already investigated the 2015 and 2016 incidents and determined that any allegations of wrongdoing by BCC were "unfounded." The OCC and DHS then investigated the 2017 incident which involved the unfortunate death of a 10-month old infant. Documents produced by OCC in recent weeks have now revealed that the infant passed away due to natural causes, which should result in yet another finding that any allegations of wrongdoing or neglect by BCC or its staff are "unfounded." To this date, however, BCC's license remains revoked.

In light of the above, the OCC's revocation of BCC's license was and remains unfounded. Due to this unfounded revocation, BCC lost its lease and was forced to close. This has resulted in significant financial loss to both BCC and Celeste Artharee. The losses include, but may not be limited to, (i) out-of-pocket-expenses associated with the loss of their lease and (ii) the loss of business and personal income.

KILMER, VOORHEES & LAURICK, P.C.

Oregon Department of Education - Office of Child Care
April 4, 2018
Page 2

After revoking BCC's license your office made statements to the press about the 2015, 2016 and 2017 incident, which resulted in articles that named Celeste Artharee personally and described the BCC as presenting (amongst other things) a "serious danger." Those articles are readily available on the internet, and are amongst the first results of a search of the terms "Broadway Children's Center" and/or "Celeste Artharee." As a result, my clients' reputations have been irreparably harmed. Even if and when my clients regain their license, their ability to earn income will be substantially impeded far into the future.

As mentioned above, the claimants that will be seeking to recover damages from the OCC are (i) the Broadway Children's Center and (ii) its owner, Celeste Artharee. They are in the process of consulting other counsel to file the eventual claim. In the meantime, and until you hear otherwise, correspondence about this matter can and should be to my office.

Please let me know if you have any questions about this letter or my clients' intended claims. Thank you.

Very truly yours,


Graham M. Sweitzer

GMS:
Encl.
cc: Client

LAW OFFICES OF JUDY SNYDER

Judy Snyder
judy@jdsnyder.com

Holly Lloyd
holly@jdsnyder.com

January 5, 2018

Received
Risk Management
JAN 10 2018

CERTIFIED MAIL
RETURN RECEIPT REQUESTED

Dept. of Administrative Services

Mr. Colt Gill
Acting Deputy Superintendent
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

Ms. Katy Coba
Chief Operating Officer and DAS Director
Department of Administrative Services
155 Cottage Street NE
Salem, OR 97301

RE: **TORT CLAIMS NOTICE; ORS 30.275**
Brooklyn, Katlyn & Gary Frank-Makua
Our File No. 3727

Dear Mr. Gill and Ms. Coba:

This office represents Brooklyn Noel Frank-Makua and Katlyn & Gary Frank-Makua, custodial parents of Brooklyn, a minor child. Pursuant to ORS 30.275, this is notice of Brooklyn and Mrs. & Mr. Frank-Makua's claims for damages against the Oregon Department of Education and its employees as a result of the negligence of Mid-Columbia Children's Council.

Mid-Columbia Children's Council, Inc. receives state funding and oversight, and has a contractual agreement with the Oregon Department of Education's Office of Early Learning Pre-K Division to provide services to low-income children. Between 2015 and 2017, Brooklyn received services from Mid-Columbia Children's Council Pre-K and Head Start programs.

William Osborne was a volunteer classroom assistant at Mid-Columbia Children's Council, Inc. For an unknown period of time ending on October 26, 2017, as a result of the negligence of the Mid-Columbia Children's Council, Mr. Osborne repeatedly sexually assaulted Brooklyn while he served as a classroom assistant in her classroom.

We will pursue civil claims on behalf of Brooklyn and Mr. and Mrs. Frank-Makua and against the State of Oregon, Department of Education, for negligence, assault, battery, and negligent infliction of emotional distress. We will seek to recover their damages including economic damages for mental health services, non-economic damages for pain, suffering and emotional distress, costs, and expert fees.

The Oregon Department of Education is under legal duty to maintain, preserve, retain, protect, and not destroy any and all documents and data, both electronic and hard copy, that may be relevant to the claims set forth in this Notice, including all electronic data generated or received by employees

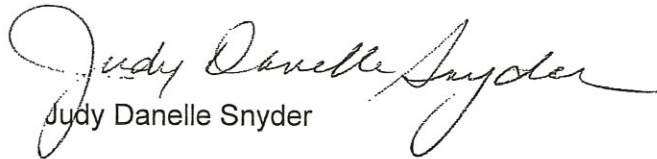
LAW OFFICES OF JUDY SNYDER

Mr. Colt Gill & Ms. Katy Coba
January 5, 2018
Page 2

who may have personal knowledge of the facts involved in the claims set forth in this Notice. The failure to preserve and retain the electronic data and evidence outlined in this Notice may constitute spoliation of evidence which will subject you to legal claims for damages and/or evidentiary and monetary sanctions.

Further communication regarding this matter must be directed to me and not to Mrs. & Mr. Frank-Makua.

LAW OFFICES OF JUDY SNYDER


Judy Danelle Snyder

LAW OFFICES OF JUDY SNYDER

Judy Snyder
judy@jdsnyder.com

Holly Lloyd
holly@jdsnyder.com

January 5, 2018

Received
Risk Management

JAN 10 2018

CERTIFIED MAIL
RETURN RECEIPT REQUESTED

Dept. of Administrative Services

Mr. Colt Gill
Acting Deputy Superintendent
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310

Ms. Katy Coba
Chief Operating Officer and DAS Director
Department of Administrative Services
155 Cottage Street NE
Salem, OR 97301

RE: **TORT CLAIMS NOTICE; ORS 30.275**
Blakely Clark and Kelly Selis
Our File No. 3727

Dear Mr. Gill and Ms. Coba:

This office represents Blakely Gene Clark and Kelly Selis, custodial parent of Blakely, a minor child. Pursuant to ORS 30.275, this is notice of Blakely and Ms. Selis' claims for damages against the Oregon Department of Education and its employees as a result of the negligence of Mid-Columbia Children's Council.

Mid-Columbia Children's Council, Inc. receives state funding and oversight, and has a contractual agreement with the Oregon Department of Education's Office of Early Learning Pre-K Division to provide services to low-income children. Between 2015 and 2017, Blakely received services from Mid-Columbia Children's Council Pre-K and Head Start programs.

William Osborne was a volunteer classroom assistant at Mid-Columbia Children's Council, Inc. For an unknown period of time ending on October 26, 2017, as a result of the negligence of the Mid-Columbia Children's Council, Mr. Osborne repeatedly sexually assaulted Blakely while he served as a classroom assistant in her classroom.

We will pursue civil claims on behalf of Blakely and Ms. Selis and against the State of Oregon, Department of Education, for negligence, assault, battery, and negligent infliction of emotional distress. We will seek to recover their damages including economic damages for mental health services, non-economic damages for pain, suffering and emotional distress, costs, and expert fees.

The Oregon Department of Education is under legal duty to maintain, preserve, retain, protect, and not destroy any and all documents and data, both electronic and hard copy, that may be relevant to the claims set forth in this Notice, including all electronic data generated or received by employees

LAW OFFICES OF JUDY SNYDER

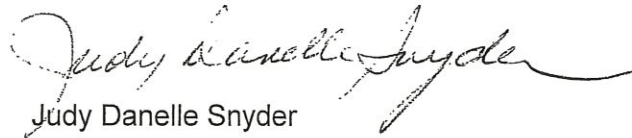
January 5, 2018

Page 2

who may have personal knowledge of the facts involved in the claims set forth in this Notice. The failure to preserve and retain the electronic data and evidence outlined in this Notice may constitute spoliation of evidence which will subject you to legal claims for damages and/or evidentiary and monetary sanctions.

Further communication regarding this matter must be directed to me and not to Ms. Selis.

LAW OFFICES OF JUDY SNYDER

A handwritten signature in cursive script, reading "Judy Danelle Snyder", with a long horizontal flourish extending to the right.

Judy Danelle Snyder

cc: client

OREGON STANDARD TORT CLAIM FORM

Claimant Information	1. Claimant name: <u>Loneman Esai</u> <u>03/03/2017</u>
	2. Current residential address: <u>19213 SE Yamhill Apt 30, Portland, OR 97223</u>
	3. Mailing address (if different): _____
	4. Claimant's telephone number: Home _____ Alternate _____
	5. Claimant's email address: <u>See below, Claimant is represented and all correspondence should be directed to his attorneys</u>
Incident Information	6. Date of Incident: <u>08/30/2017</u> Time: <u>4:51</u> <input type="checkbox"/> a.m. <input checked="" type="checkbox"/> p.m.
	7. Location of incident: <u>17905 NE Glisan St., Portland, OR 97230</u>
	8. Description of incident: <u>On 8/30/17 Esai Jubel Loneman was dropped at the above address at Mi Familia daycare. The daycare was run by Aracely Maria who rented the home. The downstairs portion of the home was designated for daycare use while the upstairs portion of the home was designated for residential/personal use. At approximately 1400 hours Ms. Maria took Esai Loneman upstairs to an unmonitored bedroom and placed him in a crib. She went back to check on Esai at approximately 14:30 hours and again at 15:30 hours when she noticed signs of agonal breathing. Ms. Maria and her husband attempted CPR. Esai was transported to Portland Adventist Medical Center at 1630. Esai was asystole and pulseless. He was pronounced deceased at 1652 hours.</u>
	9. Police report? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no If yes, please provide the report number and the police agency name (City, County or State) Report Number: <u>Unknown</u> Police Agency Name: <u>Portland Police Department</u>
State Agency	10. Name of State agency involved and why you believe they are responsible for your damage/injury. <u>This claim is against Oregon Department of Human Services for negligently certifying Mi Familia Daycare and Aracely Maria.</u>
	11. Name of employee (if applicable): _____
Damages	12. If injuries occurred, please complete the bodily injury questionnaire.
	13. If property damage occurred, describe it below and list and provide photographs and 2 estimates.
Witnesses	14. Witness name, address, phone number and relationship:

OREGON STANDARD TORT CLAIM FORM

Bodily Injury Questionnaire: IMPORTANT: We are required by federal law to obtain the information in questions 15 through 17. Failure to provide this information will result in delays in resolving your claim. You can find further information at [Centers for Medicare and Medicaid Services - Home Website](http://www.oregon.gov/das/Risk/Documents/Form_AllClaimsNonAuto.pdf).

Bodily Injury Questionnaire	15. Last Name Loneman	First name Esai	Middle initial J
	16. Date of Birth (mm/dd/yyyy) 03/03/2017	17. Gender <input checked="" type="checkbox"/> M <input type="checkbox"/> F	
	18. Is this related to an auto accident? (If no, skip to question 22)		
	19. If yes, where were you seated in vehicle? <input type="checkbox"/> Driver <input type="checkbox"/> Front right passenger <input type="checkbox"/> Rear right passenger <input type="checkbox"/> Rear left passenger <input type="checkbox"/> Other _____		
	20. Seatbelt used? <input type="checkbox"/> Yes <input type="checkbox"/> No What kind? <input type="checkbox"/> Lap <input type="checkbox"/> Shoulder <input type="checkbox"/> None		
	21. Did the airbag deploy? <input type="checkbox"/> Yes <input type="checkbox"/> No		
	22. Describe your injury: Death		
	23. When did you first notice you were injured? 08/30/2017		
	24. Have you sought medical treatment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		25. If yes, list the medical providers you have seen: American Medical Response and Portland Adventist Medical Center
	26. Approximate amount of medical costs incurred to date:		
	27. Is future treatment expected? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		28. If yes, explain:
	29. Do you have any prior injuries to the injured body part(s)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		30. If yes, explain:
	31. Any other information you would like to provide us:		

OREGON STANDARD TORT CLAIM FORM

Additional Information:

This claim is submitted within one year from the date of loss of a wrongful death pursuant to ORS 30.275 (2)(a).

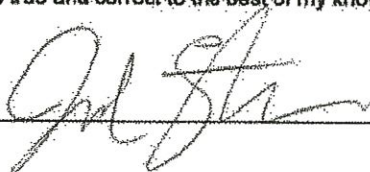
This claim is submitted by Joel Sturm (joel@tue-law.com) and David Eder (david@tue-law.com), attorneys for Claimant Esai Loneman. All correspondence should be directed to our office at:

Thuemmel Uhle & Eder
1300 SW Fifth Ave., Ste. 2135
Portland, OR 97201
Ph: 503-227-4601
Fax: 503-243-3274

Please send us your claim file.

Per ORS 30.275, Risk Management must receive your claim within 180 days from the date of loss.
I declare the foregoing is true and correct to the best of my knowledge.

Signature of claimant

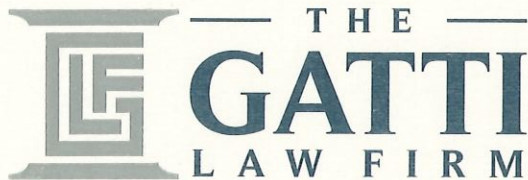


Date

06/21/2018

PRINT

SUBMIT



• RON L. SAYER
• JEFFREY P. THAYER*
• MICHAEL G. SMITH
• RYAN S. JENNINGS
• LYLE B. BOSKET*
• CHRISTOPHER R. BEST
JENNIFER L. HUNKING
EMILY S. CROCKER
ANDREW SCHLESINGER*
CASIE M. BARNETTE

All Correspondence To Salem Office
1781 LIBERTY ST. SE
SALEM, OR 97302

LOCAL 503-363-3443
TOLL FREE 1-800-289-3443
TELEFAX 503-371-2482
EMAIL gatti@gattilaw.com
TAX ID 93-1283063

• SHAREHOLDER
* ALSO ADMITTED TO PRACTICE IN WASHINGTON

July 3, 2018

VIA CERTIFIED MAIL
RETURN RECEIPT REQUESTED
COPY VIA US MAIL

Risk Management
Dept. of Administrative Services
PO Box 12009
Salem, OR 97309-0009

Governor Kate Brown
State of Oregon
Office of the Governor
900 Court St. NE, STE 254
Salem, OR 97301-4047

Independence Police Department
555 S Main Street
Independence, OR 97351

Director Fariborz Pakseresht
Oregon Dept. of Human Services
500 Summer St. NE E-15
Salem, OR 97301

Director Colt Gill
Oregon Dept. of Education
255 Capitol St. NE
Salem, OR 97301-0203

Received
Risk Management

JUL 05 2018

Dept. of Administrative Services

RE: L.B., C.B., M.A., J. A., and C.A Tort Claim Notice

ORS 30.275 TORT CLAIM NOTICE

Dear People:

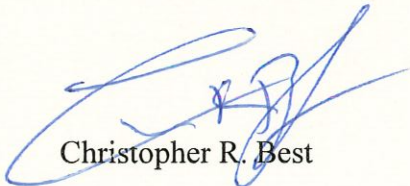
Please be advised this office represents L.B., C.B., M.A., J. A., and C.A. Pursuant to ORS 30.275(5) please accept this as formal notice that a claim will be made against the State of Oregon, Oregon Department of Education, Oregon Department of Human Services (collectively "the State"), and Independence Police Department for damages arising from the State's actions/inactions related to its regulation and oversight of Stinky Feet Daycare and/or Stinky Feet Preschool (collectively, "Stinky Feet").

As of the year 2012, the State entities had knowledge Stinky Feet allowed Quinlyn Harden, a person known to it as having perpetuated abuse against minors, substitute and care for the minor enrollees of Stinky Feet. The State entities failure to verify Stinky Feet's compliance with its directives that Quinlyn Harden be precluded from contact with children in the daycare allowed Quinlyn Harden to perpetuate further vile acts of sexual abuse against the innocent minor children who submit this Notice of Claim. The State's failure to comply with all federal, state and local regulation, law, ordinance regarding the licensure, and oversight of childcare centers, and in particular Stinky Feet, caused damages for which the subjects of this Notice intend to seek compensation against the responsible entities. Simply put, the State and its agencies grossly failed these children.

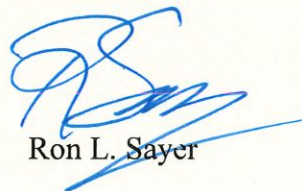
Please direct all correspondence regarding this Notice to my attention. Upon receiving assurances of its intent to protect the confidentiality of the minor's providing this Notice, my office will provide their full identity to allow the State to investigate the minor's claims as detailed herein. The minors providing this Notice reserve the right to amend this Notice as more information becomes available relating to the State's knowledge and failures regarding Quinlyn Harden and Stinky Feet's systematic abuse.

Please immediately notify me if you believe this Notice is deficient in anyway, or you believe this Notice is not provided to the correct person to receive such notices.

Best Regards,



Christopher R. Best



Ron L. Sayer

J.H.CRB.kj

Received
Risk Management

AUG 08 2018

Dept. of Administrative Services

By Certified Mail

TO: Katy Coba
Chief Operating Officer and DAS Director
Oregon Department of Administrative Services
155 Cottage Street NE
Salem, OR 97301-3966

TO: Risk Management | EGS
PO Box 12009
Salem, OR 97309-0009

TO: Oregon Department of Human Services
500 Summer St. NE E-15
Salem, OR 97301

TO: State of Oregon
Oregon Department of Education/ Office of Childcare
700 Summer ST NE Suite 350
Salem, OR 97301

Notice OF TORT CLAIM PURSUANT TO ORS 30.275

Claimants: Michael Gilbert, Nicole Gilbert, Naycie Gilbert, Avery Gilbert, Christian Gilbert

Address: 142 Susan St, Myrtle Creek, Oregon 97457

Date: February 2018 through present and ongoing

Involved Agency: Oregon Department of Human Services

To whom it may Concern:

This tort claim notice is provided on behalf of Michael Gilbert, Nicole Gilbert, Naycie Gilbert, Avery Gilbert, and Christian Gilbert, hereby known as the Gilbert Family, pursuant to ORS 30.275. This letter serves as notice that the Gilbert Family may sue Oregon public entities and employees of those entities,

including but not limited to the State of Oregon, the Oregon Department of Education Office of Child Care and the Oregon Department of Human Services for maliciously attacking the family with false accusations, fabricated evidence and reports, intentional infliction of emotional distress, interference with business relations and prospective advantage against the State.

Nicole Gilbert was an established relative foster care provider and has been a daycare provider for over a decade. She and Michael Gilbert first became relative foster care providers when they found out that their nephew Dominic Ciraulo was born addicted to opiates. Nicole would, with the assistance of Lori Ciraulo Nicole's mother and a registered nurse of approximately 20 years, administer the prescribed morphine to baby Dominic into the wee hours of night. The Gilbert Family for the most part raised Dominic from the time he was born until his 5th birthday when the Oregon Department of Human Services removed him from their care. Sicily Ciraulo who is now 3 years old has been raised by the Gilberts since she was a year old until the Oregon Department of Human Services removed her from her home and placed her in a strangers home. Not allowing her to see or speak to her siblings. Until the night of February 9th 2018 Nicole and Michael were working with DHS on a plan to adopt or become legal guardians for the two children in the early weeks of June 2018. This was requested by both DHS and the Gilbert family.

On February 9th Ed Rackley, employed at that time as an investigator for DHS informed Nicole that he would be making a visit to the Gilbert residence to investigate a report of abuse or neglect. When Ed arrived he immediately presumed guilt by stating to Michael that he "strongly believed that someone at the residence had drugged a child". When Michael responded with "based on what" Ed replied with "I don't know". As the conversation continued Ed informed the Gilberts that he would be removing all the children from the home. Michael stated that he would not allow that to happen, to which Ed threatened "if you don't voluntarily let the children go to their grandmothers house I will remove them and put them in state custody". Nicole and Michael felt they had no choice but to allow their foster children and biological children to be seized.

Nicole was not allowed to see her children and not allowed to speak to them for several days. Michael who at the time of the alleged incident had been out of town for weeks, was only allowed to see his children under supervision of Lori Ciraulo.

Eventually Nicole was allowed to have supervised visits of her own children. But for a few weeks Michael who regularly works out of town could not work because he had to supervise Nicole based on DHS orders.

Ed began his malicious attack by falsely reporting to the Oregon Department of Education that Nicole had 17 children in her care and that a child while in Nicole's care had overdosed on benzodiazepines and also had hydroxyzine in her system. Ed claimed that an 8 year old child purposely and accidentally took a prescription drug from Nicole's purse. Three adults were standing less than 4 feet away from the purse at all times during the alleged victims stay at the residence. The stay lasted only an hour. The purse was locked behind a 4 foot tall child safety gate, with no access to it without passing adults who would have refused admittance. Nicole keeps her prescribed Lorazepam in her purse when she plans on leaving the home and has a medical condition that requires that she be allowed to

take them as needed. Lorazepam is one type of several benzodiazepines, Lorazepam is one of seven different types of Benzodiazepines. Only certain metabolites of benzodiazepines are detected on most assays. That means diazepam, nordiazepam, and oxazepam (Serax) will be detected, but alprazolam (Xanax), lorazepam (Ativan), and clonazepam (Klonopin) aren't frequently screened for. A confirmatory test such as a gas-chromatography mass-spectrometry test would have 99% sensitivity and similar specificity and be required to accurately claim that Makayla tested positive for Lorazepam. The Hydroxyzine that Nicole was prescribed was also locked behind Nicole and Michael's private bedroom door. No child had access to the bedroom. The alleged victim who was taken to the emergency room had not been at the residence for more than an hour before becoming very ill. The alleged victim has continuously denied ever taking any medication.

Throughout Ed Rackley's investigation he has continuously failed to follow the DHS procedure manual, several OAR's and laws. He has made threats to friends, family members and Nicole's daycare clients. He has violated the Privacy Act by informing people of Nicole's specific prescriptions for drugs. He has fabricated evidence and made false statements to partnering agencies, friends, family, and clients.

Based on these actions the Oregon Department of Education has suspended Nicole's certification as a daycare provider and damaged her professional reputation which has caused a loss of income.

Due to the intentional, knowing, and/or negligent conduct of the Oregon Department of Human Services and the agents thereof including but not limited to Ed Rackley, Jessica Hunter, and David Johansson, the Gilbert Family has suffered economic and noneconomic damages, including but not limited to loss of income, damage to reputation, damage to future income, mental and emotional stress, and legal fees. Their claims include but are not limited to false imprisonment, malicious prosecution, abuse of process, official misconduct, privacy act violation, and denial of their civil rights and liberties under the Fourth, Fifth, Sixth, Ninth, and Fourteenth Amendments of the United States Constitution.

Sincerely,

The Gilbert Family

From: [LESLIE Berri * GOV](#)
To: [LEWIS-BERRY Jason * GOV](#); [COBA Katy * DAS](#); [ISAAK Misha * GOV](#); [BUEHLER Dustin E * GOV](#); [PAIR Chris * GOV](#)
Subject: RE: BizOR next steps
Date: Saturday, August 25, 2018 6:21:06 AM

Thank you Jason - we're going to cover this at exec on Monday and I think it will make sense for us to meet after. I'll take responsibility for getting this on our calendars ASAP after Monday.

-----Original Message-----

From: LEWIS-BERRY Jason * GOV
Sent: Friday, August 24, 2018 6:18 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; COBA Katy * DAS <Katy.COBA@oregon.gov>; ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>; BUEHLER Dustin E * GOV <Dustin.E.BUEHLER@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: BizOR next steps

Hi all,

I spoke with Harder briefly after his briefing. He's ready to work on recommended steps (Ramona successor, management coaching for certain folks, etc).

Anything we can do to expedite closure of this chapter and action on areas for improvement would be good for the agency. Would like the results communicated as soon as possible to their rank and file by an independent source (not agency leadership).

Don't want to get ahead of the process, but assume we should all talk next week to share impressions and decide on next steps?

[REDACTED]. I'm ready to take the baton on working with the agency as soon as appropriate.

JLB

Sent from my iPhone

From: [LESLIE Berri * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: ODVA recruitment follow-up
Date: Saturday, August 25, 2018 6:27:17 AM

FYI

From: KNIELING Jessica * DAS
Sent: Friday, August 24, 2018 6:04 PM
To: DANIELS Nakeia L * GOV <Nakeia.L.DANIELS@oregon.gov>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: Fwd: ODVA recruitment follow-up

Poor Sarah was out sick Wednesday and just got the time estimate to Liz yesterday.

Get [Outlook for iOS](#)

----- Forwarded message -----

From: "bryan guiney" <bryan.guiney@gmail.com>
Date: Fri, Aug 24, 2018 at 4:47 PM -0700
Subject: Re: ODVA recruitment follow-up
To: "FLORES Sarah * DAS" <Sarah.FLORES@oregon.gov>
Cc: "CRAIG Elizabeth * DAS" <Elizabeth.CRAIG@oregon.gov>, "KNIELING Jessica * DAS" <Jessica.KNIELING@oregon.gov>

Hi Sarah,

It has been ten days since my request. I am requesting a copy of any scoring sheets, evaluative and comparative analysis notes and comments regarding the candidates from the all-staff Q&A and interview panel members that made up the three panel interviews on August 2nd 2018. I am requesting these materials so that I can continue to improve myself as a candidate for roles of increased responsibility in public service. Thank you and please contact me anytime.

Kind Regards,
Bryan Guiney

On Wed, Aug 15, 2018 at 8:41 PM bryan guiney <bryan.guiney@gmail.com> wrote:

| Sounds great, thank you! - Bryan

On Wed, Aug 15, 2018 at 3:33 PM FLORES Sarah * DAS <Sarah.FLORES@oregon.gov> wrote:

Hi Bryan,

This is to acknowledge receipt of your request. Pursuant to the Public Records Policy our office will prep the requested documents. If the time this takes to gather this information is more than 30 mins there will be a fee associated and I will get you a cost estimate. I also wanted to let you also know that I am heading out on a mini vacation starting tomorrow and will return on Tuesday, Aug 21st. You will hear from me next week.

Kindly,

Sarah Flores

Executive Support for Jessica Knieling, Deputy CHRO
Chief Human Resources Office
Department of Administrative Services

155 Cottage St NE
Salem, OR 97301-3963
Office Phone: 503-378-5097
Cell Phone: 971-718-6457
Hours: M-F 7am-4pm

Visit our website:

<http://www.oregon.gov/das/HR/pages/index.aspx>

From: bryan guiney [mailto:bryan.guiney@gmail.com]

Sent: Tuesday, August 14, 2018 8:26 AM

To: KNIELING Jessica * DAS <Jessica.KNIELING@oregon.gov>; FLORES Sarah * DAS <Sarah.FLORES@oregon.gov>

Subject: ODVA recruitment follow-up

Good Morning Jessica,

Thank you for the call this morning. So that I can continue to improve as a candidate, I request a copy of any scoring sheets and comparative analysis notes for myself and the other candidate from the three panel interviews on August 2nd 2018. Thank you and please contact me anytime!

Kind Regards,

Bryan Guiney

From: [LESLIE Berri * GOV](#)
To: [CHEANG Sophorn * GOV](#); [BLOSSER Nik * GOV](#)
Cc: [LESLIE Berri * GOV](#)
Subject: RE: Updates - Sophorn
Date: Saturday, August 25, 2018 6:41:09 AM

What a busy and productive week Sophorn. Thank you so much for tackling so much so quickly. I too would like to meet ASAP about the executive order implementation so I will make sure we're on the calendar this week to discuss. I'll look forward to your perspective since you had a chance to attend the project steering team meeting. I'll have Sheril set up a time.

From: CHEANG Sophorn * GOV
Sent: Friday, August 24, 2018 4:33 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: Updates - Sophorn

Hi Nik and Berri,

It has been a great first week. Everyone is very welcoming and helpful. I am glad to be part of this amazing team and thank you for putting together the orientation and onboarding plan.

I have some updates to share with you both and what I am starting to work on with our DEI team:

Internal Meetings

- Initial Onboarding – I met with Gina a couple of times and she updated me regarding the hiring status for the Census position. I will join Gina and Berri at the next round of interviews on 9/7.
- Personnel and Policies – Shelby introduced and showed me many things. I reviewed all of office policies and completed all of the required documents.
- Staff – I met with Emily, Nakeia and Kathy for our initial check-ins individually and we had our first team meeting early this week. I'd like to discuss with Berri more on some details.
- Executive Order 18-03 – I met with Kathy Harrison who is a temporary employee on loan from ODOT. She is currently working on the implementation plan for this Executive Order.
 - I attended the Phase Implementation Plan Steering Committee

Policy and Community Meetings

- Safe Families Stakeholder Group – this group is convened by Rep. Hernandez. The group's focus is on planning for impacts to Oregon families that could result from immigration raids. Serena used to attend those meetings – in her absence, Rosa and Misha have been calling into meetings. Misha has passed this on to me. I attended this meeting on Friday, 8/24. This group has started 2 years ago to develop a Statewide Comprehensive Response Plan to help the families with young children. **Current Status:** They are still working to define the focus and goals. **Next Steps:** Develop a collective message, Review Gaps of services for families who are not prepared, and Connect with Catholic Charities on their Keep Kids Home Safe Project with Innovation Law Lab.

Many community partners are part of this group including Oregon Law Center, Latino Network, Catholic Charities, Safe Families for Children, DHS, ACLU.

Policies/Procedures and Registration

- I have reviewed policies and procedures regarding ethics, legal, public records. Misha and I are scheduled to meet mid of September.
- I already registered and was approved for a lobbyist registration (Oregon Government Ethics Commission)

Mentorship

- Since late last month, I have met with Vicki weekly. She has been an amazing mentor. I have started to be more aware not only the public services, public record, but she is also mentoring me on some community politics and engagement plans with those communities. I will be asking some of her advices regarding the Statewide Strategic Plan in the next couple of weeks after I meet with a few more people.

Other Topics and Next Steps

- I have noticed that there are no master database or list for membership, community partners, events, sponsorships, etc. in our office or it could be somewhere that Emily and I are not finding them yet. I am working with our team to create or update them and I would like to sit down with you both to review them when we have a draft. I will be meeting with Shelby, Berri and Bill next week to go through the DEI office's budget.
- I have been reviewing some files in the shared drive to learn some backgrounds about the DEI office.
- I am working with Emily to schedule meetings with some Agency Directors and Policy Advisors for the next few weeks.
- I am reviewing the information about the Executive Order 18-03 and the draft of Phase implementation plan that has been discussed by the steering committee. I have some questions for Berri and some thoughts that I would like to discuss with her regarding next steps on this implementation plan.
- Nakeia has been working with some agencies and community partners to put together Statewide Equity Terms and Definitions. I am working with her to finalize and send to Berri and Communications team before September 15th. The goal is to post this document online and share with agencies and partners before September 18th.

Please let me know if there are anything that I should be aware and need to learn about them right away.

Sincerely,
Sophorn

--

Sophorn Cheang, Director
Diversity, Equity and Inclusion
Office of Governor Kate Brown
900 Court Street NE, Suite 254
Salem, OR 97301

Executive Assistant: Emily Coates
Emily.Coates@oregon.gov
503-378-6833

From: [LESLIE Berri * GOV](#)
To: [RITTER Jessica * SOS](#)
Cc: [OWENS Matthew C * SOS](#); [ARROYO Sheril * GOV](#)
Bcc: [COBA Katy * DAS](#); [BLOSSER Nik * GOV](#)
Subject: RE: Statewide IT Procurement Audit - Meeting Request
Date: Saturday, August 25, 2018 7:04:13 AM

Good morning Jessica,

Thank you so much for your email and I would be delighted to meet with you and others from the SOS team on this topic. I'm copying Sheril Arroyo so that she can find us a date that works for your team ASAP. A lot of work has occurred on this topic and I look forward to sharing that information with you.

Thanks again for reaching out -

Berri

From: RITTER Jessica * SOS
Sent: Thursday, August 23, 2018 8:40 AM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Cc: OWENS Matthew C * SOS <Matthew.C.OWENS@oregon.gov>
Subject: Statewide IT Procurement Audit - Meeting Request

Ms. Leslie,

I am currently working with Matthew Owens, Principal Auditor, on the Statewide IT Procurement Audit being conducted by the Secretary of State Audits Division. We are engaged with DAS and OSCIO to assess IT investment and procurement processes across the state.

One of our objectives for this audit is to "Determine whether the Department of Administrative Services provides appropriate oversight to mitigate significant risks associated with planning, staffing, and procuring resources and expertise for major information technology projects." During our audit procedures we identified a memo from you to Governor Kate Brown regarding your assessment of the OSCIO.

Are you available for 30 minutes sometime next week to discuss your conclusions and recommendations, specifically related to Category Three of the memo – "How do OSCIO customers feel about communication from OSCIO and about the Stage Gate Process?" Matthew and I are both available any time next week, so please let me know what time fits best with your schedule.

We would be happy to either come to your location or schedule a room here at the Public Service Building, per your preference.

Best regards,

Jessica D. Ritter, CPA

Staff Auditor

Oregon Secretary of State, Audits Division

255 Capitol St. NE, Suite 500

Salem, OR 97310

503-986-2261

Jessica.ritter@oregon.gov

If you know of or suspect any ***fraud, waste, or abuse*** affecting state funds or resources, call 1.800.336.8218, or report online at <http://fraud.oregon.gov>. Professional operators are available 24 hours a day, 7 days a week. Any person reporting such acts shall remain anonymous (ORS 177.180).

From: [PAIR Chris * GOV](#)
To: [BHATT Pooja * GOV](#); [BLOSSER Nik * GOV](#); [KORESKE Debbie * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: Final draft - please give green light for design
Date: Saturday, August 25, 2018 7:50:24 AM
Attachments: [Education Agenda 3.pdf](#)

Great edits. Thanks for taking a thorough look. All edits are in the attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor's requested line is included, however we should discuss when we hop on the phone today to discuss distribution of the final.

Before we go public monday, I'll take another run at some of the aesthetic issues, but will not change any of the text.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 12:06 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Also, one other change that I understand the Governor requested through Nik (and was in the last Word version) needs to be added on p 4, second paragraph. The line should read: "While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind."

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On Fri, Aug 24, 2018 at 11:38 PM -0700, "BHATT Pooja * GOV" <[Pooja.BHATT@oregon.gov](#)> wrote:

I have attached my comments. It looks more overwhelming than it is. Quick footnote fixes that got messed up somehow with the recent versions. I can review again to make sure that these corrections are in the right places.

From: PAIR Chris * GOV
Sent: Friday, August 24, 2018 9:21 PM
To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKE Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Friday, August 24, 2018 at 8:00 PM

To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Friday, August 24, 2018 at 5:44 PM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV

Sent: Friday, August 24, 2018 2:18 PM

To: KORESKI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV

Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

DRAFT
8/25/18 7:45AM

Every Oregon Student Engaged, Empowered and Future Ready



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless of system of education from cradle to career, where every student graduates high school with a plan for their future.

Goal

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through 3rd grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected



learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have – opportunity that is founded on the fundamental acknowledgement that education drives opportunity.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). *GradNation Community Guidebook*. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). *The Graduation Effect*. Retrieved from <http://impact.all4ed>.



Thoughts from Governor Brown

“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s *Practice to Improve Student Achievement* (2017), students’ poverty status is closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.³” We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

3. *Practice to Improve Student Achievement*” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf

4. *Ibid.*

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor.



poor.⁵ The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.

5. Hernandez, D. J. (2012). *Double jeopardy: how third-grade reading skills and poverty influence high school graduation*. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.



BEST PRACTICES

Remove Barriers to School Readiness

Give the Youngest Students Personalized Attention

Target Student and Family Engagement Strategies

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

Engage & Equip Students with Career and College

Develop and Empower Educators



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. *Quality Education Model Report, 2018*



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association. (2017). *Comprehensive research review finds lasting effects of quality early childhood education through high school*. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). *The Effects of Universal Pre-K on Cognitive Development*. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

10. *Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention*

11. ChildCare Aware. (2017). *Parents and the High Cost of Child Care*. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. *Oregon Class Size Report, 2018*, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

13. Mathis, William. *Research-Based Options for Education Policymaking*. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

14. *Practices to Improve the Achievement of Students in Poverty, 2017*

15. Chief Education Office. (2017). *Practices to Improve the Achievement*

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



Thoughts from Governor Brown

“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). *On-track status as a predictor of graduation*. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in the Governor's plan:

- *The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.*
- *The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸*

17. Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.

18. Ibid.



Thoughts from Governor Brown

“High school students who take Career Technical Education courses in the final two years of high school are more likely to graduate”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). *Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior*. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). *What Works Clearinghouse Intervention Report*. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators

Graduation rate disparities between students groups have narrowed

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015

In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

In 2015, the state doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community

School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.

In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities
This helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategies Include:

High-quality preschool for low-income children

Expanding high-quality preschool in the next biennium to an additional 10,000 low-income children and 40,000 children in this group by 2025

Improved class sizes in grades K-3.

Reduce averages to 20 in kindergarten, 23 in first grade, and 23 in grades 2-3

Require a 180-day school year

Ensuring Oregon children receive sufficient instructional time

Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

Invest in Career and Technical Education & post-secondary pathways

Guaranteeing that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

Support world-class teachers and school leaders who reflect the communities they serve

Making Oregon home to the best teachers in the nation

Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child". Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.



FOUR: Ensure safe and effective schools

- a. *School Climate: Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for All Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.*
- b. *Chronic Absenteeism and Drop-Out Prevention: Students have needs for social supports that go well beyond the classroom walls, all of which impact their ability to focus on school and attendance. Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment in schools to enhance schools' capacity to provide critical counseling and mental health support, wrap-around services – including services co-located in schools - to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will not only improve the ability for students to have basic needs met that allow them to thrive at school, they can also shape an entire classroom climate by reducing disruptions.*



- c. *Facilities: As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.*

FIVE: Invest in Career and Technical Education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity alone. These options should be available to all students, but especially those who have faced an achievement and opportunity gap.

- a. *Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE*
- b. *College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer*



to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.

- c. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.*

SIX: Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon’s public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.*



- b. *Expanded Scholarships and Support to Diversify Teacher Workforce:* More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the State and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we're investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/youth engagement, and ensure that we are closing the achievement gap.



From: [LESLIE Berri * GOV](#)
To: [LEWIS-BERRY Jason * GOV](#); [MINER Jason * GOV](#); [MOAWAD Heidi * GOV](#); [EDLUND Tina * GOV](#); [MOLLER Mary * GOV](#)
Cc: [BLOSSER Nik * GOV](#); [COBA Katy * DAS](#)
Bcc: [CAPPS Lindsey D * GOV](#)
Subject: FW: Education Cabinet | RE: Important Information and Action Required - Discrimination and Harassment Policies, Training and Investigations
Date: Saturday, August 25, 2018 7:52:24 AM
Importance: High

See Lindsey's direction to his cabinet below. This is a really good idea – please plan to ask after this issue at your cabinet meetings. This may result in director's being asked multiple times from different people whether their agency is in "compliance" and that is just fine.

From: CAPPS Lindsey D * GOV
Sent: Wednesday, August 22, 2018 10:29 AM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: FW: Education Cabinet | RE: Important Information and Action Required - Discrimination and Harassment Policies, Training and Investigations
Importance: High

FYI

From: CAPPS Lindsey D * GOV
Sent: Wednesday, August 22, 2018 10:27 AM
To: CALDERON Miriam - ELD; CANNON Ben; GILL Colt - ODE; ROSILEZ Anthony * TSPC; STOUDAMIRE Serena - ODE
Subject: Education Cabinet | RE: Important Information and Action Required - Discrimination and Harassment Policies, Training and Investigations

Colleagues,

I've enclosed the communication all agencies recieved from State COO and DAS Director Katy Coba this past Spring regarding Discrimination and Harrassment Free Workplace policies and required training for all employees, board and commission members, temporary employees, and volunteers. At our next Education Cabinet meeting on Tuesday, September 4th, I'm requesting updates from each director on the status of your agency or division in implementing this directive and in advance of the December 31st deadline.

Please let me know if you have any questions.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: COBA Katy * DAS

Sent: Wednesday, April 25, 2018 3:47 PM

To: DAS_DL_AGENCY HEADS; DAS_DL_Agency Heads - Brds_Commissions

Cc: LESLIE Berri * GOV; SToudAMIRE Serena * GOV; BLOSSER Nik * GOV; ISAAK Misha * GOV; KNIELING Jessica * DAS; MENG Brandy * DAS; LAWSON Heath * DAS

Subject: Important Information and Action Required - Discrimination and Harassment Policies, Training and Investigations

Colleagues

As you know, all state agencies, boards, and commissions are expected to provide a work environment free from discrimination and harassment. We have policies in place that prohibit discrimination and harassment in the workplace, encourage individuals to report such conduct, and outline investigatory procedures and consequences for violations.

At the Governor's direction, DAS (in consultation with the Enterprise Leadership Team) has taken additional steps to ensure our workplaces are free from harassment and discrimination. I want to provide you with a summary of these steps, which will require some action on your part.

Updates on Discrimination and Harassment Policies, Training and Investigations

Policies

There are two statewide policies that primarily cover appropriate workplace behavior: [DAS Policy 50.010.03](#) (Maintaining a Professional Workplace) and [DAS Policy 50.010.01](#) (Discrimination and Harassment Free Workplace), the latter of which has recently been revised with input from agencies. Changes made include:

- Adding "volunteer" to the definitions
- Adding training requirements for all employees and volunteers
- Providing options for employees to report concerns outside of their agency
- Eliminating the one-year reporting timeframe

CHRO published the [policy](#) online today and distributed it to agency HR Directors. My office will be sending the policy out across the Executive Branch shortly, directing questions to agency HR managers or CHRO. Please ensure your commission/board members and volunteers who don't have state email addresses receive the policy as well.

Training

Per the revisions to the statewide policy on Discrimination and Harassment Free Workplace, all employees, board and commission members, temporary employees, and volunteers are required to complete harassment and discrimination training upon their initial hire or appointment, as well as annually thereafter.

The DAS Chief Human Resources Office (CHRO) has developed a new training on discrimination and harassment for the Executive Branch. Agencies can either direct their employees, members and volunteers to complete the statewide iLearn training, or they can choose to develop agency-specific training, as long as it includes all the topics covered in the statewide version. Agencies choosing to develop their own training must certify it covers the 10 topics included in the statewide version (see

attached training outline for the 10 topics) and track employee completions.

Whatever option you choose, all employees, board and commission members, and volunteers must be trained upon initial hire or appointment, and annually thereafter. CHRO will report annually in January. Please ensure all employees complete the required training as soon as possible, but no later than December 31.

Investigations

In consultation with HR Advisors, CHRO created the Oregon State Government Investigations Toolkit <http://www.oregon.gov/das/HR/Pages/Prof.aspx>. The toolkit is designed as a resource and reference for agencies when preparing for, and conducting, personnel investigations. It provides guidance on investigation best practices, including timely handling of complaints of discrimination and harassment; required actions in instances of complaints; forms; sample letters; training; and other resources.

Please share this toolkit with your HR staff and anyone in your agency who is responsible for personnel investigations. If you have any questions or suggestions, please contact the [CHRO Policy Unit](#).

Thank you for your attention to these important updates and your prompt response to the action items. Your participation in carrying out the revised policy, implementing training, and incorporating best practices into investigations is vital to ensuring that the enterprise is a welcoming and safe place for all our employees and the citizens we serve.

Katy Coba
COO and DAS Director

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#); [KORESKI Debbie * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: Final draft - please give green light for design
Date: Saturday, August 25, 2018 7:53:46 AM

Chris - I am going through this thoroughly right now. A couple immediate items:

1. Add the date August 27, 2018 to the cover page
2. I feel strongly that we should not have page 2 like it is. We should start with vision like you have it, then change the word "Goal" to "Executive Summary" and then follow with the paragraph that begins "Every child must have the opportunity to...". I don't see the one, single graduation goal as the goal of this whole agenda – it minimizes it too much. Under the executive summary is where you could also put your web copy.

I'm still going through it but wanted to share this. If people disagree we better get on a call to discuss.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 7:50 AM
To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Great edits. Thanks for taking a thorough look. All edits are in the attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor's requested line is included, however we should discuss when we hop on the phone today to discuss distribution of the final.

Before we go public monday, I'll take another run at some of the aesthetic issues, but will not change any of the text.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Saturday, August 25, 2018 at 12:06 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Also, one other change that I understand the Governor requested through Nik (and was in the last Word version) needs to be added on p 4, second paragraph. The line should read: "While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind."

Get [Outlook for iOS](#)

On Fri, Aug 24, 2018 at 11:38 PM -0700, "BHATT Pooja * GOV" <Pooja.BHATT@oregon.gov> wrote:

I have attached my comments. It looks more overwhelming than it is. Quick footnote fixes that got messed up somehow with the recent versions. I can review again to make sure that these corrections are in the right places.

From: PAIR Chris * GOV
Sent: Friday, August 24, 2018 9:21 PM
To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 24, 2018 at 8:00 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Friday, August 24, 2018 at 5:44 PM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV

Sent: Friday, August 24, 2018 2:18 PM

To: KORESKE Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV

Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [CAPPS Lindsey D * GOV](#)
To: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#); [BLOSSER Nik * GOV](#); [KORESKI Debbie * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: RE: Final draft - please give green light for design
Date: Saturday, August 25, 2018 7:53:48 AM

Chris -- I'm sending you two small edits to the accomps on page 14. Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: PAIR Chris * GOV
Sent: Saturday, August 25, 2018 7:50 AM
To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Great edits. Thanks for taking a thorough look. All edits are in the attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor's requested line is included, however we should discuss when we hop on the phone today to discuss distribution of the final.

Before we go public monday, I'll take another run at some of the aesthetic issues, but will not change any of the text.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 12:06 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

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Cc: KONDAYEN Kate * GOV
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Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [LESLIE Berri * GOV](#)
To: [RHOADES Jeffrey * GOV](#); [PAIR Chris * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: FW: Secretary of State Performance Audit: Objectives and Scope
Date: Saturday, August 25, 2018 7:55:58 AM

FYI

From: WINN Stephen W * SOS
Sent: Friday, August 24, 2018 7:21 AM
To: MARKS Steven * OLCC <Steven.Marks@oregon.gov>; ALLEN Patrick <patrick.allen@state.or.us>
Cc: Rosenbaum Paul * OLCC <Paul.Rosenbaum@oregon.gov>; jencurrin500@gmail.com; meharpersr@comcast.net; Maletis Matthew * OLCC <Matthew.Maletis@oregon.gov>; mrevoal@pacificbenefitplanners.com; RHOADES Jeffrey * GOV <Jeffrey.RHOADES@oregon.gov>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>; LOVE Andrew M * SOS <Andrew.M.LOVE@oregon.gov>; CRAWFORD Bonnie C * SOS <Bonnie.C.CRAWFORD@oregon.gov>
Subject: Secretary of State Performance Audit: Objectives and Scope

Good Morning,

As you are aware, the Secretary of State's Audits Division is conducting a performance audit of the recreational marijuana (OLCC) and medical marijuana (OHA) systems. The following are our audit objectives, scope, and methodology:

- **Audit Objectives**
 1. Does Oregon have adequate controls in place to deter diversion of marijuana from the recreational and medical systems to the black market?
 2. Is Oregon adequately overseeing marijuana testing to ensure test results are accurate?
- **Scope** – OLCC's recreational marijuana program, OHA's medical marijuana program (OMMP), and OHA's marijuana lab testing rules and accreditation program (ORELAP).
- **Methodology** – Our audit work includes a review of controls to prevent diversion of marijuana from the recreational and medical systems; review of current resources and staffing; review of controls related to marijuana lab testing and accreditation; and a comparison of Oregon's recreational and medical marijuana controls, resources, staffing, and lab testing/accreditation to other states.

We're currently conducting field work, which we intend to complete in mid-October. We plan to release the audit in January 2019. However, these dates are subject to change based on the availability of agency staff and any significant findings that require additional work.

If you would like to discuss these objectives or other aspects of the audit, please let me know via email or call me at the number below. We would be happy to schedule an in-person meeting or conference call at any time.

Thank you,

STEVE WINN

Principal Auditor

Oregon Secretary of State, Audits Division

255 Capitol Street NE, Suite 500

Salem, OR 97310

503.986.6363

stephen.w.winn@oregon.gov

*If you know of or suspect any **fraud, waste, or abuse** affecting state funds or resources, call **1.800.336.8218**. Professional operators are available 24 hours a day, 7 days a week. Or report online at <http://fraud.oregon.gov>. Any person reporting such acts shall remain anonymous (ORS 177.180).*

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: template
Date: Saturday, August 25, 2018 8:06:44 AM

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Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

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Date: Saturday, August 25, 2018 8:09:15 AM

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Subject: Re: Final draft - please give green light for design
Date: Saturday, August 25, 2018 8:09:42 AM

Seeing it in layout, I think that's the right way to go, too.

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Date: Saturday, August 25, 2018 8:09:44 AM

I'm a little torn on that one. Will continue to tweak.

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Date: Saturday, August 25, 2018 at 8:08 AM
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Cc: [BLOSSER Nik * GOV](#); [KORESKEI Debbie * GOV](#); [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: FW: ELD E-Board Request
Date: Saturday, August 25, 2018 8:15:12 AM
Attachments: [ODEDHSChildCareLimitation.docx](#)

Chris and Mary – this is the e-board submission that outlines what the Governor will be testifying about with Miriam, Colt and Fariborz during September leg days. We're meeting Monday to outline the next 4 weeks of prep but thought you should see this letter since it provides a valuable outline of what the content of her remarks should reflect.

From: CRAGER Rick - ODE [mailto:rick.crager@state.or.us]
Sent: Friday, August 24, 2018 4:31 PM
To: TATE Ben - ELD <ben.tate@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>; NASS Kate * DAS <Kate.NASS@state.or.us>; CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; PEARSON Lisa * DAS <Lisa.PEARSON@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@state.or.us>
Cc: GILL Colt - ODE <colt.gill@state.or.us>
Subject: ELD E-Board Request

For our discussion at the Monday morning meeting scheduled at 9:00. Attached is the final draft of the ELD Emergency Board request that is due at noon on Monday. DHS has reviewed and has signed off on the final draft. Let me know if you have any questions.

Rick



Oregon achieves . . . together!

Rick Crager
Assistant Superintendent of Finance and Administration
Office of Finance and Administration
Ph: 503-947-5658 | Cell: 503-480-5531
rick.crager@state.or.us | www.oregon.gov/ode



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

August 27, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD) and the Department of Human Services (DHS) respectfully request increases to their respective agency budget limitations due to additional funding allocated by the U.S. Department of Health and Human Service for the Child Care Development Block Grant (CCDBG). These requests are as follows:

- ODE ELD request an increase of \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).
- DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Background

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Child Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018.

Oregon's share of these new federal funds is \$25,600,808 for FY 2018 and FY 2019. The federal award letter, received first on May 1, 2018 indicates that FY 2018 Federal Funds must be obligated by September 30, 2019 and liquidated by September 30, 2020.

The federal guidance for these new monies indicate that states should support new requirements enacted under the 2014 federal child care law (CCDBG Act Reauthorization), which included provisions to improve the health, safety, and quality of child care and make child care assistance a more stable support for families.

Over the summer, a subcommittee of the Governor's Children's Cabinet met, focusing on changes to the child care system that could improve access to services for families and providers with these additional resources. The ELD and DHS also co-convened a workgroup with key stakeholders, advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee) to advise both agencies on the strategic use of these additional dollars for Oregon's child care system.

The groups identified priorities related to addressing the shortage of infant and toddler care, assisting providers in covering costs associated with new federal health and safety regulations, expanding access to community-based training and technical assistance for the child care workforce, and ensuring low-income families can access and afford high-quality child care that meets their needs.

To effectively move forward in carrying out the priorities established by the Governor's Children's Cabinet, both ODE and DHS require increases to their respective budgetary limitation for 2017-19 to expend the new federal resources.

Agency Action

Oregon Department of Education – Early Learning Division

The Oregon Department of Education, through its Early Learning Division, requires an additional \$21,997,901 in Federal Funds limitation and 0.00 FTE to accomplish the following:

- Strengthen the child care licensing program to ensure the health and safety of children in care and support providers to successfully meet licensing requirements: ELD requests \$2,944,341 in Federal Funds limitation to increase staffing by 6.21 FTE in the Office of Child Care (OCC) resulting in licensing caseloads that are closer to industry standards, and greater capacity in the legal and compliance unit.
- Pilot a new approach to building a supply of affordable, sustainable, high-quality infant and toddler care: ELD will requests \$3,497,434 in Federal Funds limitation and 0.99 FTE to begin a pilot of contracted slots for child care providers to serve infants and toddlers in low-income families. Provider reimbursements will more closely align to the actual costs of providing high quality care, and the ELD will target funds for contracted slots to communities where there is a dearth of infant or toddler care.
- Enhance direct supports for providers to support high-quality care: ELD requests \$15,556,126 in Federal Funds limitation to make resources available to licensed providers to help subsidize their costs associated with meeting new licensing regulations (e.g., background checks, training, equipment), and increase investments in the professional learning system for the child care workforce. This amount includes federal expenditures to DHS to support their \$10,684,476 Other Funds limitation request.

Oregon Department of Human Services

With Federal Funds transferred from ODE, DHS is requesting Other Funds limitation of \$10,684,476. As mentioned above, DHS has been working for the past several months with a subcommittee of the Governor's Children's Cabinet and a separate, but overlapping stakeholder group to collaboratively construct recommendations for the use of the additional funds. Recommendations are not yet available from these groups, but DHS anticipates being able to present the options in person during legislative hearings considering this request.

Based on the discussions with the stakeholder groups, DHS action will center the additional funding around DHS Child Care Program enhancements that improve access to child care for parents and providers that do not result in DHS system changes.

Action Requested

Oregon Department of Education

ODE ELD request an increase in \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).

Oregon Department of Human Services

DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Legislation Affected

Oregon Department of Education:	Section 4(1) Chapter 590, Oregon Laws (2017) Section 5(1) Chapter 590, Oregon Laws (2017)
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Oregon Department of Human Services	Section 2(2) Chapter 597, Oregon Laws (2017)
-------------------------------------	--

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

Sincerely,

Colt Gill
Deputy Superintendent of
Public Instruction

Miriam Calderon
Early Learning System
Director

Fariborz Pakseresht
Department of Human
Services Director

From: [LESLIE Berri * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: RE: Family First Tiger Team- initial meeting agenda draft
Date: Saturday, August 25, 2018 8:16:09 AM

This is perfect AND I've always wanted to be part of a tiger team!

From: KLEIN Rosa * GOV
Sent: Thursday, August 23, 2018 3:01 PM
To: HINSZ Jamie <Jamie.Hinsz@state.or.us>; TROTTER Alex <alex.trotter@state.or.us>; KUHNS Sherril <sherril.kuhns@state.or.us>; HORNER Leah C <leah.c.horner@state.or.us>; HOLCOMB CHELSEA <chelsea.holcomb@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; MANDELL David P - ELD <david.mandell@state.or.us>; JONES Marilyn <marilyn.jones@state.or.us>; 'KWood@casey.org' <KWood@casey.org>; BARTLETT Katherine * GOV <Katherine.BARTLETT@oregon.gov>
Subject: Family First Tiger Team- initial meeting agenda draft

Hi all,

Thank you very much for agreeing to be a part of the group that will assist Oregon DHS to respond to the Federal Families First Prevention and Services Act and ensure that we submit materials that encapsulate the Governor's vision for prevention and healthy families.

Please find attached a draft agenda for our initial Families First Tiger Team meeting, next Thursday August 30th at 1pm in the Governor's Conference Room. Let me know if you would like to make any changes or additions or if you have any questions.

Thanks and I look forward to seeing you next week!

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
Pronouns: She/Her/Hers

From: [LESLIE Berri * GOV](#)
To: [MANDELL David P - ELD](#); [MICKELSON Sara - ELD](#); [LABAR James * GOV](#)
Cc: [Mary Louise McClintock](#); [SEN SteinerHayward](#); [Sue Miller](#); [SALAZAR Margaret * HCS](#)
Subject: FW: Preparation for the September 4th Cabinet
Date: Saturday, August 25, 2018 8:22:07 AM
Attachments: [White Paper - 5 Year plan for Oregons Vulnerable Families.docx](#)

David, Sara and James –

Just want to let you know I'm back in Salem and ready to help with anything needed. Based on the schedule below I need your completed matrix and narratives by COB Tuesday. If any of you are stuck and need help feel free to call or email me anytime (including the weekend) and I'll be glad to see what I can do. I'll have a draft of the agenda for all of you to review by Tuesday as well.

Berri

From: LESLIE Berri * GOV
Sent: Wednesday, August 15, 2018 8:37 PM
To: MANDELL David P - ELD <david.mandell@state.or.us>; MICKELSON Sara - ELD <sara.mickelson@state.or.us>; LABAR James * GOV <James.Labar@oregon.gov>
Cc: Mary Louise McClintock <mlmclintock@oregoncf.org>; Sue Miller <suemiller500@gmail.com>; SEN SteinerHayward <Sen.ElizabethSteinerHayward@state.or.us>; SALAZAR Margaret * HCS <Margaret.Salazar@oregon.gov>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: Preparation for the September 4th Cabinet

Greetings Chairs and Policy Leads,

What are you going to do with all your free time when our work group process is over? Kidding!!! This organizing email is mostly targeted at the policy leads but I'm also copying the chairs so they know what is going on. I'm going on vacation from 8/17-8/24 and will be hard to reach so I want to set our final two weeks in motion before I leave. Here is what I think we have left to accomplish before 9/4:

8/16 – 8/31 – all final work group meetings

8/16-8/27 – Governor's policy advisors are vetting the attached Children's cabinet DRAFT white paper with additional stakeholders as the Governor plans to announce this plan around the time of the 9/4 cabinet meeting.

8/28 – policy leads need to submit their completed prioritization matrix documents along with a brief narrative about each recommendation to Berri. The narrative just needs to be a half page or less and should essentially be a sentence or two further describing the columns on the matrix.

8/31 – Berri will email out the agenda, matrix and narratives to the cabinet for the 9/4 meeting

9/4 – cabinet meets with Governor. I'm hoping to call upon each chair and policy lead to present

their set of recommendations. Each group will have about 15-20 minutes.

Let me know if you have questions or concerns about any of this.....

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

Addressing Root Causes: A 5-Year Plan for Oregon's Vulnerable Kids

Vision and goal

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

Breaking the cycle of poverty is our greatest hope to accomplishing that goal, and we will do it by focusing on the root causes of poverty. Education, affordable housing, quality child care and health supports like parenting education, home visiting and behavioral health treatment are the foundations for stable and attached families. By providing our young families with these building blocks, we can keep them from falling into the cycle of poverty or lend them a hand as they work hard to climb out.

This is Governor Brown's five-year plan for helping families reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

Background

In the United States today, poverty is inextricably linked with geography and race. Despite the hard work and best intentions of many people to help children and families and many costly interventions, those three factors are fortune tellers of a child's future. When we fail to change the trajectory of these children and families, we all pay. We pay in a failing foster care system, increased health care costs, higher crime, and homelessness.

For example, there is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 percent and 50 percent of the prison population grew up in families in the bottom quintile of income distribution.¹ And in 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households. (Looney, 2018). Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon's total population.²

¹ Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

² Oregon Youth Authority Quick Facts. January 2018

Despite an improving economy, more and more Oregon children are experiencing poverty and homelessness. In 2017, Oregon had the second-highest rate of unsheltered homelessness among people in households with children in the U.S.³ The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members, sometimes in dangerous and unhealthy conditions. In some counties, more than 10 percent of students are experiencing a form of homelessness.⁴ Families with children under five are twice as likely to experience poverty – families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.⁵

These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon's African American population lives in poverty, compared with 11 percent of non-hispanic white Oregonians, according to the Oregon Business Council's Poverty Report. While 62 percent of all Oregonians are homeowners, just 30.5 percent of African-Americans and 42 percent of Hispanics and Native Americans own their homes.⁶

Across counties, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.⁷ Parts of rural Oregon also experience housing costs that can be 30 percent higher than other parts of Oregon.

The high incidences of poverty, homelessness, and rising housing costs mean many of these families cannot access preschool or child care, in order to get their children off to a strong start, Oregon's state preschool programs (Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education) reach less than 30 percent of eligible children and families. And according to the 2017 Childcare Aware report, Oregon has the fourth least-affordable child care in the country. Consider these barriers to early care and education:

- Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.⁸

³ Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources

⁵ The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

⁶ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁷ The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

⁸ None provided

- Children from families with the lowest incomes have the most limited child care choices and are least likely to be able to access high-quality care.
- For a family making a median income and with just one infant in care, child care, housing and food costs are nearly 70 percent of the monthly household budget.
- Thirty-one percent of *all* renter household families with children under five are spending more than half of their incomes on rent – considered severely housing cost-burdened. For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that families have little or no cushion for basic necessities. As a result, families are just one minor financial emergency away from losing their homes.

Best practices

We already know that education, stable housing, access to health care and affordable and safe child care are the building blocks for families to thrive. Evidence and data show us that when families have better access to these supports they are more likely to build opportunities for themselves and their children.

Early care and education: Children who participate in high-quality child care programs during their early years demonstrate lasting effects on IQ, boosted academic and economic achievement, and lower incidences of childhood obesity and chronic illness. (Childwatch) For example:

- Children living in higher-quality housing have higher kindergarten readiness scores⁹.
- Young children who do not experience homelessness have a significantly lower risk of negative health outcomes and developmental delays.
- Research attributes up to 50 percent of the school readiness gap to differences in parenting¹⁰.
- Parenting style accounts for 19 percent of the gap in mathematics, 21 percent of the gap in literacy, and 33 percent of the gap in language.
- Investment in high-quality early childhood education from birth to age five is estimated to have a 13 percent return on investment with the greatest gains seen from programs that begin early at or before birth.

Access to health care: Medicaid is among the most effective antipoverty programs. Medicaid reduced the national poverty measure by 3.8 percentage points. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits. (Georgetown 2018). Medicaid is particularly important for people of color. It reduced the poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.

A multi-disciplinary approach

⁹ None provided

¹⁰ Finders, J. K., Díaz, G., Geldhof, G. J., Sektnan, M., & Rennekamp, D. (2016). The impact of parenting education on parent and child behaviors: Moderators by income and ethnicity. *Children and youth services review*, 71, 199-209

Rebuilding the middle class and providing hope to Oregon families is why Governor Brown convened her Children’s Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet has also worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

Plan

We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to rebuild the middle class and instead create opportunities that build on themselves we need to make deeper investments in early care and education, health supports, and housing for families.

I. INVEST IN HEALTHY FAMILIES:

- Continue providing quality, affordable health care to all Oregon children under 300 percent of the poverty line through Medicaid and the Children’s Health Insurance Program (CHIP).
- Increase access to evidence-based addiction and recovery services for families with young children.
- Implement the Healthy Connects universal home visiting program over the next three biennia to provide support to new parents and put them on a path to success early.
- Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships.
- Increase access to behavioral health services for children and families, particularly in rural Oregon.

II. INCREASE QUALITY, AFFORDABLE CHILD CARE:

- Implement a “baby promise” program to create access to infant and toddler child care for parents who are working.
- Increase child care subsidies for low-income families so they can continue to work knowing their children are safe in care.
- Increase funding to support children with disabilities who need increased access to adequate treatment.
- Support business and education development among Oregon’s child care provider community to increase the stability and growth of child care access.

III. EXPAND QUALITY PRESCHOOL TO ALL VULNERABLE KIDS:

- Expand access to preschool programs across the state, especially to children living in low-income households, dual language learners, and children of color.
- Ensure that preschool programming is of sufficient quality to advance children’s learning and development.
- Support the existing preschool workforce, maintain and improve upon its cultural and linguistic diversity, and continue to improve compensation through the creation of degree pathways from the AA to BA level that include financial support, as well as

supports needed to work full-time and complete a degree. In addition, we must ensure that instructional leaders within programs understand early childhood best practices and support teachers in implementation within the classroom.

IV. END CHILDREN'S HOMELESSNESS AND PREVENT HOMELESSNESS

- A. Invest in acquisition, preservation, and new construction of affordable homes for more than 4,000 Oregon families.
- B. Build an additional 200 permanent supportive housing units for chronically homeless individuals who are the hardest to house. This investment will leverage additional funds from the Oregon Health Authority to provide health care and other additional services
- C. Dedicated funds to address Oregon's high rate of children and families who have survived domestic abuse who are experiencing high rates of unsheltered homelessness.
- D. Expand the Individual Development Account tax credit cap to double program graduates to 2,000 and expand access to legal services for low income families who face eviction.

V. HELP PARENTS GET A BETTER JOB TO SUPPORT THEIR FAMILIES

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

Implementation

On Sept. 4, the Governor's Children's Cabinet will be making their final recommendations about how to close the gaps in child care, housing, early learning and health care. These proposals will include evidence-based solutions, the cost to implement the solutions, metrics to evaluate effectiveness and an implementation timeline.

Author

Name: Berri Leslie

Title: Deputy Chief of Staff

Email: berri.leslie@oregon.gov

Phone: 503-881-2427

Other contributors: Kate Kondayen, Shalee Hodgson

DRAFT

From: [CAPPS Lindsey D * GOV](#)
To: [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#); [KORESKI Debbie * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: RE: Final draft - please give green light for design
Date: Saturday, August 25, 2018 8:24:21 AM
Attachments: [PolicyPaperFeedback.docx](#)

Chris -- See two small edits enclosed to accomplishments page. Lindsey

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 8:09 AM
To: PAIR Chris * GOV; BHATT Pooja * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Seeing it in layout, I think that's the right way to go, too.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:09 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

I don't disagree with the goal vs executive summary section. However, that change needs to apply to the other white papers currently in development.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Saturday, August 25, 2018 at 7:53 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Chris - I am going through this thoroughly right now. A couple immediate items:

1. Add the date August 27, 2018 to the cover page
2. I feel strongly that we should not have page 2 like it is. We should start with vision like you have it, then change the word "Goal" to "Executive Summary" and then follow with the paragraph that begins "Every child must have the opportunity to...". I don't see the one, single graduation goal as the goal of this whole agenda – it minimizes it too much. Under the executive summary is where you could also put your web copy.

I'm still going through it but wanted to share this. If people disagree we better get on a call to discuss.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 7:50 AM
To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Great edits. Thanks for taking a thorough look. All edits are in the attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor's requested line is included, however we should discuss when we hop on the phone today to discuss distribution of the final.

Before we go public monday, I'll take another run at some of the aesthetic issues, but will not change any of the text.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 12:06 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS

Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Also, one other change that I understand the Governor requested through Nik (and was in the last Word version) needs to be added on p 4, second paragraph. The line should read: "While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind."

Get [Outlook for iOS](#)

On Fri, Aug 24, 2018 at 11:38 PM -0700, "BHATT Pooja * GOV" <Pooja.BHATT@oregon.gov> wrote:

I have attached my comments. It looks more overwhelming than it is. Quick footnote fixes that got messed up somehow with the recent versions. I can review again to make sure that these corrections are in the right places.

From: PAIR Chris * GOV

Sent: Friday, August 24, 2018 9:21 PM

To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV

Cc: KONDAYEN Kate * GOV

Subject: Re: Final draft - please give green light for design

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Friday, August 24, 2018 at 8:00 PM

To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Friday, August 24, 2018 at 5:44 PM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV

Sent: Friday, August 24, 2018 2:18 PM

To: KORESKEI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV

Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Page 14 – “In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Comment: In 2015-17, increase of \$45.0 million general fund appropriation to Employment Related Daycare; increase of \$40.4 million general fund appropriation to early learning grant-in-aid programs (includes Oregon Prekindergarten and Preschool Promise); increase of \$15.7 million in general fund appropriation to Early Intervention/Early Childhood Special Education.

Page 14 - “~~Since in~~ 2015, the state ~~has significantly increased investment in~~ ~~doubled funding for~~ career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.”

From: [PAIR Chris * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [BLOSSER Nik * GOV](#); [BHATT Pooja * GOV](#); [KORESKEI Debbie * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: Final draft - please give green light for design
Date: Saturday, August 25, 2018 8:37:17 AM
Attachments: [Education Agenda 4.pdf](#)

All recent edits applied. Including: fact check from Lindsay; various layout and font style fixes; change from "goal" to "executive summary."

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Saturday, August 25, 2018 at 8:24 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Final draft - please give green light for design

Chris -- See two small edits enclosed to accomplishments page. Lindsey

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 8:09 AM
To: PAIR Chris * GOV; BHATT Pooja * GOV; KORESKEI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Seeing it in layout, I think that's the right way to go, too.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:09 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

I don't disagree with the goal vs executive summary section. However, that change needs to apply to the other white papers currently in development.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Saturday, August 25, 2018 at 7:53 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Chris - I am going through this thoroughly right now. A couple immediate items:

1. Add the date August 27, 2018 to the cover page
2. I feel strongly that we should not have page 2 like it is. We should start with vision like you have it, then change the word "Goal" to "Executive Summary" and then follow with the paragraph that begins "Every child must have the opportunity to...". I don't see the one, single graduation goal as the goal of this whole agenda – it minimizes it too much. Under the executive summary is where you could also put your web copy.

I'm still going through it but wanted to share this. If people disagree we better get on a call to discuss.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 7:50 AM
To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Great edits. Thanks for taking a thorough look. All edits are in the attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor's requested line is included, however we should discuss when we hop on the phone today to discuss distribution

of the final.

Before we go public monday, I'll take another run at some of the aesthetic issues, but will not change any of the text.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 12:06 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Also, one other change that I understand the Governor requested through Nik (and was in the last Word version) needs to be added on p 4, second paragraph. The line should read: "While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind."

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On Fri, Aug 24, 2018 at 11:38 PM -0700, "BHATT Pooja * GOV" <Pooja.BHATT@oregon.gov> wrote:

I have attached my comments. It looks more overwhelming than it is. Quick footnote fixes that got messed up somehow with the recent versions. I can review again to make sure that these corrections are in the right places.

From: PAIR Chris * GOV
Sent: Friday, August 24, 2018 9:21 PM
To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 24, 2018 at 8:00 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Friday, August 24, 2018 at 5:44 PM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV

Sent: Friday, August 24, 2018 2:18 PM

To: KORESKI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV

Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew

jennifer.j.andrew@oregon.gov

DRAFT
8/25/18 8:25AM

Every Oregon Student Engaged, Empowered and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor,

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless of system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through 3rd grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have – opportunity that is founded on the fundamental acknowledgement that education drives opportunity.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed>.



Thoughts from Governor Brown

“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status is closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.³” We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

3. Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor.



poor.⁵ The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1>.



BEST PRACTICES

Remove Barriers to School Readiness

Give the Youngest Students Personalized Attention

Target Student and Family Engagement Strategies

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

Engage & Equip Students with Career and College

Develop and Empower Educators



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. Quality Education Model Report, 2018



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

12. Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

14. Practices to Improve the Achievement of Students in Poverty, 2017

15. Chief Education Office.



Thoughts from Governor Brown

“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in the Governor's plan:

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office.
(2018) Oregon Educator Equity
Report. Retrieved from [http://
education.oregon.gov/wp-content/
uploads/2018/06/CEdO_Educator-
Equity-Executive-Summary_2018-
WEB.pdf](http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf).



Thoughts from Governor Brown

“High school students who take Career Technical Education courses in the final two years of high school are more likely to graduate”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators

Graduation rate disparities between students groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.

In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities. This helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategies Include:

High-quality preschool for low-income children

Expanding high-quality preschool in the next biennium to an additional 10,000 low-income children and 40,000 children in this group by 2025

Improved class sizes in grades K-3.

Reduce averages to 20 in kindergarten, 23 in first grade, and 23 in grades 2-3

Require a 180-day school year

Ensuring Oregon children receive sufficient instructional time

Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

Invest in Career and Technical Education & post-secondary pathways

Guaranteeing that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

Support world-class teachers and school leaders who reflect the communities they serve

Making Oregon home to the best teachers in the nation

Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child". Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for All Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Students have needs for social supports that go well beyond the classroom walls, all of which impact their ability to focus on school and attendance. Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment in schools to enhance schools' capacity to provide critical counseling and mental health support, wrap-around services – including services co-located in schools - to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will not only improve the ability for students to have basic needs met that allow them to thrive at school, they can also shape an entire classroom climate by reducing disruptions.



- c. Facilities: As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.

FIVE: Invest in Career and Technical Education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity alone. These options should be available to all students, but especially those who have faced an achievement and opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE
- b. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer



to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.

- c. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.

SIX: Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon’s public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the State and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we're investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/youth engagement, and ensure that we are closing the achievement gap.



From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#); [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#); [KORESKEI Debbie * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: Final draft - please give green light for design
Date: Saturday, August 25, 2018 8:39:01 AM

I'm still working through but one overall copy editing thing:

1. We need to consistently use "percent" not "%" throughout.
2. We need to use the word for numbers 1-10 and then can use numbers for 11 and higher. So everywhere there's the number "4" it needs to be changed to the word "four". At least I think that's the correct style. I'm noting these with annotations right now, too.

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Assistant: Jen Andrew
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Cc: [KONDAYEN Kate * GOV](#)
Subject: Annotated edits
Date: Saturday, August 25, 2018 9:00:10 AM
Attachments: [Education Agenda 3 Nik annotations.pdf](#)

Hi – Here are my annotated edits, Chris. Most are copy edits. In a few cases I was fixing copy or cutting wordy copy, sometimes to help you fit things a bit better.

Great job everyone.

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DRAFT
8/25/18 7:45AM

Every Oregon Student Engaged, Empowered and Future Ready



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless of system of education from cradle to career, where every student graduates high school with a plan for their future.

Goal

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through 3rd grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected



learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.

How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have – opportunity that is founded on the fundamental acknowledgement that education drives opportunity.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). *GradNation Community Guidebook*. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). *The Graduation Effect*. Retrieved from <http://impact.all4ed>.



Thoughts from Governor Brown

“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s *Practice to Improve Student Achievement* (2017), students’ poverty status is closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.³” We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

3. *Practice to Improve Student Achievement*” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf

4. *Ibid.*

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32% of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6% of those who had never been poor.



poor.⁵ The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth – that all students are capable of succeeding and that Oregon needs to provide services so that all of them have access to what they need to thrive. To get there, we need to focus our improvement efforts to prioritize the kids who face the most barriers.

5. Hernandez, D. J. (2012). *Double jeopardy: how third-grade reading skills and poverty influence high school graduation*. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.



BEST PRACTICES

Remove Barriers to School Readiness

Give the Youngest Students Personalized Attention

Target Student and Family Engagement Strategies

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

Engage & Equip Students with Career and College

Develop and Empower Educators



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our State faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. *Quality Education Model Report, 2018*



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of 5, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and grade retention and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association. (2017). *Comprehensive research review finds lasting effects of quality early childhood education through high school*. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). *The Effects of Universal Pre-K on Cognitive Development*. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). *Five Numbers to Remember About Early Childhood Development* (Brief). Retrieved from www.developingchild.harvard.edu.

10. *Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention*

11. ChildCare Aware. (2017). *Parents and the High Cost of Child Care*. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation – with an average ratio of 1 teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. *Oregon Class Size Report, 2018*, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

13. Mathis, William. *Research-Based Options for Education Policymaking*. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

14. *Practices to Improve the Achievement of Students in Poverty, 2017*

15. Chief Education Office. (2017). *Practices to Improve the Achievement*

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



Thoughts from Governor Brown

“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25% of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within 4 years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly 3 times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students – imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students. Examples of best practices that the State will build on in the Governor's plan:

- *The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.*
- *The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸*

17. Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.

18. Ibid.



Thoughts from Governor Brown

“High school students who take Career Technical Education courses in the final two years of high school are more likely to graduate”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take Career Technical Education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). *Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior*. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). *What Works Clearinghouse Intervention Report*. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from experienced educators

Graduation rate disparities between students groups have narrowed

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015

In addition, Governor Brown secured \$100 million in investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

In 2015, the state doubled funding for career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community

School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.

In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities
This helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategies Include:

High-quality preschool for low-income children

Expanding high-quality preschool in the next biennium to an additional 10,000 low-income children and 40,000 children in this group by 2025

Improved class sizes in grades K-3.

Reduce averages to 20 in kindergarten, 23 in first grade, and 23 in grades 2-3

Require a 180-day school year

Ensuring Oregon children receive sufficient instructional time

Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

Invest in Career and Technical Education & post-secondary pathways

Guaranteeing that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

Support world-class teachers and school leaders who reflect the communities they serve

Making Oregon home to the best teachers in the nation

Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child". Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.



FOUR: Ensure safe and effective schools

- a. *School Climate: Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome or respected by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for All Students that will be addressing this troubling phenomenon impacting our schools and working over the next several months to identify a set of legislative and policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced so that all students have a productive learning environment.*
- b. *Chronic Absenteeism and Drop-Out Prevention: Students have needs for social supports that go well beyond the classroom walls, all of which impact their ability to focus on school and attendance. Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment in schools to enhance schools' capacity to provide critical counseling and mental health support, wrap-around services – including services co-located in schools - to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will not only improve the ability for students to have basic needs met that allow them to thrive at school, they can also shape an entire classroom climate by reducing disruptions.*



- c. *Facilities: As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.*

FIVE: Invest in Career and Technical Education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity alone. These options should be available to all students, but especially those who have faced an achievement and opportunity gap.

- a. *Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE*
- b. *College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer*



to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.

- c. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.*

SIX: Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon’s public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.*



- b. *Expanded Scholarships and Support to Diversify Teacher Workforce:* More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the State and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we're investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/youth engagement, and ensure that we are closing the achievement gap.



From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: template
Date: Saturday, August 25, 2018 9:00:59 AM

Unfortunately I think we need to make it two columns on two pages...

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:09 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Re: template

I'm a little torn on that one. Will continue to tweak.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Saturday, August 25, 2018 at 8:08 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: template

Otherwise it looks like you got it. The only other template thing that stood out was the three columns on page 14 which look pretty crammed, but I see why you did it that way, too.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:07 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Re: template

Ah! I think I got the template confused there. Easy fix.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Saturday, August 25, 2018 at 8:06 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: template

Chris – One major thing stands out compared to the original template: The main copy that's on a white background shouldn't be italicized. It needs to be plain text, same as the original template. We can't italicize everything. I'm working through final comments now.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [CAPPS Lindsey D * GOV](#)
To: [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#)
Cc: [MOLLER Mary * GOV](#)
Subject: List
Date: Saturday, August 25, 2018 9:02:05 AM
Attachments: [PolicyPaper_Release.xlsx](#)

See initial list for policy paper distribution.

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

Organization	Assigned To
AFSCME	Pooja
Boards and Commissions: Early Learning Council	Pooja
Boards and Commissions: State Board of Education	Lindsey
Chalkboard Project	Pooja
Children's Institute	Pooja
Coalition of Communities of Color	Pooja
COSA	Lindsey
Early Learning Hub Leaders	Pooja
Education Cabinet	Lindsey
K-12 Superintendents	Lindsey
Latino Network	Pooja
Legislature: All Education-Related Policy Committee Chairs	Pooja
Legislature: JCSS Co-Chairs + Vice Chairs	Lindsey
Legislature: Leadership Offices	Nik/Mary
Oregon Association of ESDs	Lindsey
Oregon Business and Industry	Nik
Oregon Business Council	Lindsey
Oregon Community Foundation	Lindsey
Oregon Education Association	Lindsey
Oregon Head Start Association	Pooja
Oregon PTA	Lindsey
Oregon School Boards Association	Lindsey
Oregon School Employees Association	Lindsey
SEIU	Pooja
Stand for Children	Pooja
United for Kids/Children's First	Pooja

From: [BLOSSER Nik * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#)
Cc: [MOLLER Mary * GOV](#)
Subject: Re: List
Date: Saturday, August 25, 2018 9:07:00 AM

Lindsey – great list. A few comments:

1. Children’s Cabinet members – Berri could send
2. OBI – go ahead and send to Ginny Lang (or Debbie can)

I think we need to discuss which group gets an advance copy this evening, and who gets a copy at 9am tomorrow.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Saturday, August 25, 2018 at 9:02 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>
Cc: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Subject: List

See initial list for policy paper distribution.

Lindsey Capps
Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: [BLOSSER Nik * GOV](#)
To: [CHEANG Sophorn * GOV](#); [LESLIE Berri * GOV](#)
Subject: Re: Updates - Sophorn
Date: Saturday, August 25, 2018 9:09:11 AM

Sophorn- This is a great, thorough update. Thanks.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: CHEANG Sophorn * GOV <Sophorn.CHEANG@oregon.gov>
Date: Friday, August 24, 2018 at 4:33 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Berri Leslie <Berri.Leslie@oregon.gov>
Subject: Updates - Sophorn

Hi Nik and Berri,

It has been a great first week. Everyone is very welcoming and helpful. I am glad to be part of this amazing team and thank you for putting together the orientation and onboarding plan.

I have some updates to share with you both and what I am starting to work on with our DEI team:

Internal Meetings

- Initial Onboarding – I met with Gina a couple of times and she updated me regarding the hiring status for the Census position. I will join Gina and Berri at the next round of interviews on 9/7.
- Personnel and Policies – Shelby introduced and showed me many things. I reviewed all of office policies and completed all of the required documents.
- Staff – I met with Emily, Nakeia and Kathy for our initial check-ins individually and we had our first team meeting early this week. I'd like to discuss with Berri more on some details.
- Executive Order 18-03 – I met with Kathy Harrison who is a temporary employee on loan from ODOT. She is currently working on the implementation plan for this Executive Order.
 - I attended the Phase Implementation Plan Steering Committee

Policy and Community Meetings

- Safe Families Stakeholder Group – this group is convened by Rep. Hernandez. The group's focus is on planning for impacts to Oregon families that could result from immigration raids. Serena used to attend those meetings – in her absence, Rosa and Misha have been calling into meetings. Misha has passed this on to me. I attended this meeting on Friday, 8/24. This group has started 2 years ago to develop a Statewide

Comprehensive Response Plan to help the families with young children. **Current Status:** They are still working to define the focus and goals. **Next Steps:** Develop a collective message, Review Gaps of services for families who are not prepared, and Connect with Catholic Charities on their Keep Kids Home Safe Project with Innovation Law Lab.

Many community partners are part of this group including Oregon Law Center, Latino Network, Catholic Charities, Safe Families for Children, DHS, ACLU.

Policies/Procedures and Registration

- I have reviewed policies and procedures regarding ethics, legal, public records. Misha and I are scheduled to meet mid of September.
- I already registered and was approved for a lobbyist registration (Oregon Government Ethics Commission)

Mentorship

- Since late last month, I have met with Vicki weekly. She has been an amazing mentor. I have started to be more aware not only the public services, public record, but she is also mentoring me on some community politics and engagement plans with those communities. I will be asking some of her advices regarding the Statewide Strategic Plan in the next couple of weeks after I meet with a few more people.

Other Topics and Next Steps

- I have noticed that there are no master database or list for membership, community partners, events, sponsorships, etc. in our office or it could be somewhere that Emily and I are not finding them yet. I am working with our team to create or update them and I would like to sit down with you both to review them when we have a draft. I will be meeting with Shelby, Berri and Bill next week to go through the DEI office's budget.
- I have been reviewing some files in the shared drive to learn some backgrounds about the DEI office.
- I am working with Emily to schedule meetings with some Agency Directors and Policy Advisors for the next few weeks.
- I am reviewing the information about the Executive Order 18-03 and the draft of Phase implementation plan that has been discussed by the steering committee. I have some questions for Berri and some thoughts that I would like to discuss with her regarding next steps on this implementation plan.
- Nakeia has been working with some agencies and community partners to put together Statewide Equity Terms and Definitions. I am working with her to finalize and send to Berri and Communications team before September 15th. The goal is to post this document online and share with agencies and partners before September 18th.

Please let me know if there are anything that I should be aware and need to learn about them right away.

Sincerely,
Sophorn

--

Sophorn Cheang, Director

Diversity, Equity and Inclusion
Office of Governor Kate Brown
900 Court Street NE, Suite 254
Salem, OR 97301

Executive Assistant: Emily Coates
Emily.Coates@oregon.gov
503-378-6833

From: [BLOSSER Nik * GOV](#)
To: [LESLIE Berri * GOV](#)
Cc: [KORESKE Debbie * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: ELD E-Board Request
Date: Saturday, August 25, 2018 9:18:47 AM

Berri – Welcome back. Last week we realized we had fundamental questions around the costs for high-quality preschool slots. I note this to you now because Miriam’s letter refers to \$3.5M request for a pilot. We should talk about this next week after we are able to collect more detail on this.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Berri Leslie <Berri.Leslie@oregon.gov>
Date: Saturday, August 25, 2018 at 8:15 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Cc: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: ELD E-Board Request

Chris and Mary – this is the e-board submission that outlines what the Governor will be testifying about with Miriam, Colt and Fariborz during September leg days. We’re meeting Monday to outline the next 4 weeks of prep but thought you should see this letter since it provides a valuable outline of what the content of her remarks should reflect.

From: CRAGER Rick - ODE [mailto:rick.crager@state.or.us]
Sent: Friday, August 24, 2018 4:31 PM
To: TATE Ben - ELD <ben.tate@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>; NASS Kate * DAS <Kate.NASS@state.or.us>; CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; PEARSON Lisa * DAS <Lisa.PEARSON@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@state.or.us>
Cc: GILL Colt - ODE <colt.gill@state.or.us>
Subject: ELD E-Board Request

For our discussion at the Monday morning meeting scheduled at 9:00. Attached is the final draft of the ELD Emergency Board request that is due at noon on Monday. DHS has reviewed and has signed off on the final draft. Let me know if you have any questions.

Rick



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

[Rick Crager](#)

Assistant Superintendent of Finance and Administration

Office of Finance and Administration

Ph: 503-947-5658 | Cell: 503-480-5531

rick.crager@state.or.us | www.oregon.gov/ode

From: [KLEIN Rosa * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: Re: Family First Tiger Team- initial meeting agenda draft
Date: Saturday, August 25, 2018 9:58:52 AM

Yay, you're back!

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, [503-378-8472](tel:503-378-8472)
Rosa.klein@oregon.gov
Pronouns: she/her/hers

On Aug 25, 2018, at 8:16 AM, LESLIE Berri * GOV <Berri.Leslie@oregon.gov> wrote:

This is perfect AND I've always wanted to be part of a tiger team!

From: KLEIN Rosa * GOV
Sent: Thursday, August 23, 2018 3:01 PM
To: HINSZ Jamie <Jamie.Hinsz@state.or.us>; TROTTER Alex <alex.trotter@state.or.us>; KUHNS Sherril <sherril.kuhns@state.or.us>; HORNER Leah C <leah.c.horner@state.or.us>; HOLCOMB CHELSEA <chelsea.holcomb@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; MANDELL David P - ELD <david.mandell@state.or.us>; JONES Marilyn <marilyn.jones@state.or.us>; 'KWood@casey.org' <KWood@casey.org>; BARTLETT Katherine * GOV <Katherine.BARTLETT@oregon.gov>
Subject: Family First Tiger Team- initial meeting agenda draft

Hi all,

Thank you very much for agreeing to be a part of the group that will assist Oregon DHS to respond to the Federal Families First Prevention and Services Act and ensure that we submit materials that encapsulate the Governor's vision for prevention and healthy families.

Please find attached a draft agenda for our initial Families First Tiger Team meeting, next Thursday August 30th at 1pm in the Governor's Conference Room. Let me know if you would like to make any changes or additions or if you have any questions.

Thanks and I look forward to seeing you next week!

Rosa Klein
Human Services Policy Advisor

Office of Governor Kate Brown

Assistant: Katherine Bartlett, 503-378-8472

rosa.klein@oregon.gov

Pronouns: She/Her/Hers

From: [PAIR Chris * GOV](#)
To: [KORESKEI Debbie * GOV](#); [BLOSSER Nik * GOV](#)
Cc: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: FINAL VERSION
Date: Saturday, August 25, 2018 10:28:10 AM
Attachments: [Education Agenda 5.pdf](#)

This includes everyone's edits from this morning, including Nik's annotated edits to version 5.

From: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Date: Saturday, August 25, 2018 at 9:37 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Annotated edits

I like all the changes - and Nik's suggestion to move the every child paragraph to the top. I also had the reaction that the goal was way too narrow - where have we landed with that?

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 25, 2018, at 9:00 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Hi – Here are my annotated edits, Chris. Most are copy edits. In a few cases I was fixing copy or cutting wordy copy, sometimes to help you fit things a bit better.

Great job everyone.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:37 AM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

All recent edits applied. Including: fact check from Lindsay; various layout and font style fixes; change from "goal" to "executive summary."

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Saturday, August 25, 2018 at 8:24 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Final draft - please give green light for design

Chris -- See two small edits enclosed to accomplishments page. Lindsey

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 8:09 AM
To: PAIR Chris * GOV; BHATT Pooja * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Seeing it in layout, I think that's the right way to go, too.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:09 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

I don't disagree with the goal vs executive summary section. However, that change needs to apply to the other white papers currently in development.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Saturday, August 25, 2018 at 7:53 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Chris - I am going through this thoroughly right now. A couple immediate items:

1. Add the date August 27, 2018 to the cover page
2. I feel strongly that we should not have page 2 like it is. We should start with vision like you have it, then change the word "Goal" to "Executive Summary" and then follow with the paragraph that begins "Every child must have the opportunity to...". I don't see the one, single graduation goal as the goal of this whole agenda – it minimizes it too much. Under the executive summary is where you could also put your web copy.

I'm still going through it but wanted to share this. If people disagree we better get on a call to discuss.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Saturday, August 25, 2018 at 7:50 AM

To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV

<Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV

<Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Great edits. Thanks for taking a thorough look. All edits are in the attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor's requested line is included, however we should discuss when we hop on the phone today to discuss distribution of the final.

Before we go public monday, I'll take another run at some of the aesthetic issues, but will not change any of the text.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Saturday, August 25, 2018 at 12:06 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV

<Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV

<Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV

<Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Also, one other change that I understand the Governor requested through Nik (and was in the last Word version) needs to be added on p 4, second paragraph. The line should read: "While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind."

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On Fri, Aug 24, 2018 at 11:38 PM -0700, "BHATT Pooja * GOV"

<Pooja.BHATT@oregon.gov> wrote:

I have attached my comments. It looks more overwhelming than it is. Quick footnote fixes that got messed up somehow with the recent versions. I can review again to make sure that these corrections are in the right places.

From: PAIR Chris * GOV

Sent: Friday, August 24, 2018 9:21 PM
To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 24, 2018 at 8:00 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 5:44 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV
Sent: Friday, August 24, 2018 2:18 PM
To: KORESKI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV
Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft

in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

<Education Agenda 3 Nik annotations.pdf>

Every Oregon Student Engaged, Empowered and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor,

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless of system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through 3rd grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers.”

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status is closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.³” We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

3. Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.



poor.⁵ The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1>.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Engage & Equip Students for Career and College*
- *Develop and Empower Educators*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. Quality Education Model Report, 2018



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

Target Student and Family Engagement Strategies

12. Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

14. Practices to Improve the Achievement of Students in Poverty, 2017

15. Chief Education Office.

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress.”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office.
(2018) Oregon Educator Equity
Report. Retrieved from [http://
education.oregon.gov/wp-content/
uploads/2018/06/CEdO_Educator-
Equity-Executive-Summary_2018-
WEB.pdf](http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf).



Thoughts from Governor Brown

“High school students who take Career Technical Education courses in the final two years of high school are more likely to graduate.”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from

Graduation rate disparities between students groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



\$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategies:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3.

Reduce averages to 20 in kindergarten, 23 in first grade, and 23 in grades two to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education & post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child". Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for All Students that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap-around services – including services co-located in schools - to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity alone. These options should be available to all students, but especially those who have faced an achievement and opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the State and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we're investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/youth engagement, and ensure that we are closing the achievement gap.



From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#); [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: Draft remarks
Date: Saturday, August 25, 2018 10:38:30 AM

I've made edits in the doc to the talking points for the avail. Essentially, we need to simplify to four main points and have her point to the release of the full strategy that will happen immediately after the avail.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Friday, August 24, 2018 at 7:16 PM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Draft remarks

Hi everyone,

Please see my very draft-y opening and TPs for Monday's avail. Happy to incorporate feedback, especially structurally, as the systemic/targeted explanation is a new one that may only make sense to me.

<https://docs.google.com/document/d/1uAHQs6hO3R9IHClSnS0dO9U4ichAuwTeHLEpM7mNsO8/edit?usp=sharing>

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Friday, August 24, 2018 at 10:21 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Draft remarks

That's excellent. Thanks, Kate.

Lindsey Capps
Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: KONDAYEN Kate * GOV
Sent: Friday, August 24, 2018 10:12 AM
To: BHATT Pooja * GOV; CAPPS Lindsey D * GOV
Cc: PAIR Chris * GOV
Subject: Re: Draft remarks

Thanks, all!

The Governor digested this well and gave me some off the cuff remarks that I'm pulling together into bullets for her. I'll also work on the materials for the avail. She wants to focus on 3 messages at a time, so I've updated the messaging bullets in my original email below. She'll highlight preschool and K-3 class sizes during the avail, as well as CTE.

I'll also move forward on a press release, and I will wait to hear from you three in terms of paper edits and web copy.

Thanks,
Kate

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 7:30 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Draft remarks

I like the edits. Nuance that doesn't necessarily need to be clarified in the talking points but I wanted to make sure you caught - the class size piece in the paper is in relation to grades k-3 only. Thanks for the heads up on timeline. I will be available to help with quick edits or reviews as needed throughout the day.

From: KONDAYEN Kate * GOV
Sent: Thursday, August 23, 2018 11:08 PM
To: BHATT Pooja * GOV; CAPPS Lindsey D * GOV
Cc: PAIR Chris * GOV
Subject: Re: Draft remarks

Thanks for the suggestions, revisions and comments. I've incorporated and updated the remarks, which are still viewable at the original link:

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jCOV9BaeHTtQ/edit>

To Pooja's question, I wanted to share what I understand to be our total timeline and messaging

opportunities. Yes, it is all Monday. Since the white paper is so comprehensive, we need to pick and choose our messages by audience, with a max of four for the Governor to deliver in one setting.

MONDAY

8:15 AM Speech to freshmen (open to media)

- Amazing teachers and more time with them (180 days)
- CTE funding
- Student resources (safety)

8:45 AM Media avail

- Preschool
- K-3 class sizes
- CTE funding

10 AM(?) After action press release to media and general public, linking to web copy and full white paper

- Preschool
- 180 days
- Class sizes
- CTE funding
- Student resources (wraparound supports, safety)
- Teacher training

In terms of prep timeline: Chris and I have time with the Governor tomorrow AM, where we'll walk through the speech with her briefly. After getting her feedback, we will then digest the revised speech into bullet points and prepare talking points for her for the avail. We may need you to look over the talking points in the middle of the day on a tight timeline. Then we hope to grab her again for another round of prep either in the afternoon or over the weekend. No matter what, we have to have her Monday materials in her packet (revised speech bullets, media avail talking points) by COB tomorrow. In tandem, we'll be working edits to the actual white paper, the press release, and web copy, which will need to be live in time to send the press release. We'd love to have that wrapped by COB too but the priority is to have the Governor what she needs first.

So, bottom line, we've made a lot of progress but still have a lot to do. Thanks for everything so far!

Best,
Kate

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Thursday, August 23, 2018 at 7:32 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Draft remarks

Hi Kate,

Thanks for putting this together for our review so quickly! I like it overall and have a couple questions/comments - feel free to take it or leave it:

-In the place where you talk about graduation dreams beginning on Graduation Day 2022, I actually wonder how motivating that is to hear for incoming freshman for whom 4 years may seem like a long slog. I'm certainly not a messaging pro but I wonder if it may be more compelling to have them hear that your dream starts today and to give them a sense of empowerment that encourages them to come to school tomorrow. This school, like all High schools, can access measure 98. To my knowledge, Madison has programs that meet all 3 pillars of it. I point that out only because it could make the idea of opportunity more tangible and let them know that opportunity starts today - seek out the opportunities that you have at this school to get exposed to careers - to test them out. To get exposed to college courses. If this sounds like a path you want to go down, I can help track down info on specific programs that the school might offer in that regard.

-I'm curious about the omission of preschool, but I understand that to an incoming HS freshman class t's not necessarily a compelling point. It is a huge component of the plan though, and it may be worth exploring how to fit that in.

-Madison is a very diverse school with a majority of students of color. It may be good to expand the culturally-responsive curriculum talking point and make it less adult-y (i.e. we want to make sure when you read books for your classes, that you see images of people who look like you, who reflect your cultures, and the cultures of your classmates.) Lindsey - do you have suggestions on this in particular? I don't have a good sense of where we are with implementation of the Tribal Ed and ethnic studies bills. But maybe we just keep it broad because the "we want to make sure" is a vision statement anyway? Just a question for us all.

-I'm wondering if we can talk about the rollout/timing of this speech, the white paper being published, and the web-ready version of the white paper. Is it all Monday?

Pooja

From: KONDAYEN Kate * GOV

Sent: Thursday, August 23, 2018 7:09 PM

To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV

Cc: PAIR Chris * GOV

Subject: Draft remarks

I still have some holes but structure is pretty clear, I think. Please feel free to make changes as suggestions in tracked changes.

One thing I want to flag is that the Madison grad rates jump that I see online are closer to 6.5 or 7 percent, not the 8 percent jump that ODE flagged for us. Something I will track down but please let me know if you know more.

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jC0V9BaeHTtQ/edit>

Thanks!

Kate

From: [BLOSSER Nik * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [LESLIE Berri * GOV](#); [PAIR Chris * GOV](#); nblosser2011@gmail.com
Subject: Education Agenda in layout
Date: Saturday, August 25, 2018 10:40:07 AM
Attachments: [Education Agenda 5.pdf](#)
[ATT00001.txt](#)

Governor - here is your education agenda in layout. Chris, great job on this.

- Nik

Every Oregon Student Engaged, Empowered and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor,

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless of system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through 3rd grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers.”

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status is closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.³” We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

3. Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.



poor.⁵ The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1>.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Engage & Equip Students for Career and College*
- *Develop and Empower Educators*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. Quality Education Model Report, 2018



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

12. Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

14. Practices to Improve the Achievement of Students in Poverty, 2017

15. Chief Education Office.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress.”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office.
(2018) Oregon Educator Equity
Report. Retrieved from [http://
education.oregon.gov/wp-content/
uploads/2018/06/CEdO_Educator-
Equity-Executive-Summary_2018-
WEB.pdf](http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf).



Thoughts from Governor Brown

“High school students who take Career Technical Education courses in the final two years of high school are more likely to graduate.”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from

Graduation rate disparities between students groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



\$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategies:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3.

Reduce averages to 20 in kindergarten, 23 in first grade, and 23 in grades two to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education & post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child". Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for All Students that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap-around services – including services co-located in schools - to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity alone. These options should be available to all students, but especially those who have faced an achievement and opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the State and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we're investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the achievement gap.



Sent from my iPhone

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [KORESKE Debbie * GOV](#); [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: Re: FINAL VERSION
Date: Saturday, August 25, 2018 10:40:45 AM

Great. I just circulated to the governor. Please hold any final comments until after the prep with her.

Sent from my iPhone

On Aug 25, 2018, at 10:28 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

This includes everyone's edits from this morning, including Nik's annotated edits to version 5.

From: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Date: Saturday, August 25, 2018 at 9:37 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Annotated edits

I like all the changes - and Nik's suggestion to move the every child paragraph to the top. I also had the reaction that the goal was way too narrow - where have we landed with that?

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 25, 2018, at 9:00 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Hi – Here are my annotated edits, Chris. Most are copy edits. In a few cases I was fixing copy or cutting wordy copy, sometimes to help you fit things a bit better.

Great job everyone.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:37 AM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

All recent edits applied. Including: fact check from Lindsay; various layout and font style fixes; change from "goal" to "executive summary."

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Saturday, August 25, 2018 at 8:24 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Final draft - please give green light for design

Chris -- See two small edits enclosed to accomplishments page. Lindsey

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 8:09 AM
To: PAIR Chris * GOV; BHATT Pooja * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Seeing it in layout, I think that's the right way to go, too.

Nik Blosser

Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:09 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

I don't disagree with the goal vs executive summary section. However, that change needs to apply to the other white papers currently in development.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Saturday, August 25, 2018 at 7:53 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Chris - I am going through this thoroughly right now. A couple immediate items:

1. Add the date August 27, 2018 to the cover page
2. I feel strongly that we should not have page 2 like it is. We should start with vision like you have it, then change the word "Goal" to "Executive Summary" and then follow with the paragraph that begins "Every child must have the opportunity to...". I don't see the one, single graduation goal as the goal of this whole agenda – it minimizes it too much. Under the executive summary is where you could also put your web copy.

I'm still going through it but wanted to share this. If people disagree we

better get on a call to discuss.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 7:50 AM
To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Great edits. Thanks for taking a thorough look. All edits are in the attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor's requested line is included, however we should discuss when we hop on the phone today to discuss distribution of the final.

Before we go public monday, I'll take another run at some of the aesthetic issues, but will not change any of the text.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 12:06 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Also, one other change that I understand the Governor requested through Nik (and was in the last Word version) needs to be added on p 4, second paragraph. The line should read: "While states have different graduation requirements and Oregon has among the most

stringent, the current graduation rate still leaves too many kids behind."

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On Fri, Aug 24, 2018 at 11:38 PM -0700, "BHATT Pooja * GOV" <Pooja.BHATT@oregon.gov> wrote:

I have attached my comments. It looks more overwhelming than it is. Quick footnote fixes that got messed up somehow with the recent versions. I can review again to make sure that these corrections are in the right places.

From: PAIR Chris * GOV
Sent: Friday, August 24, 2018 9:21 PM
To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 24, 2018 at 8:00 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Friday, August 24, 2018 at 5:44 PM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV

Sent: Friday, August 24, 2018 2:18 PM

To: KORESKEI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV

Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

<Education Agenda 5.pdf>

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#); [KORESKE Debbie * GOV](#)
Subject: Health care and housing white paper
Date: Saturday, August 25, 2018 10:42:52 AM

Could one of you pass along the latest version of the health care and housing white papers? I'd like to start formatting this weekend and will add any additional edits when they're ready.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [KORESKEI Debbie * GOV](#)
Subject: Re: Health care and housing white paper
Date: Saturday, August 25, 2018 10:44:21 AM

Debbie you can send healthcare. Housing is being overhauled, Chris. I think it will save you time to wait on that one.

Sent from my iPhone

On Aug 25, 2018, at 10:42 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

Could one of you pass along the latest version of the health care and housing white papers? I'd like to start formatting this weekend and will add any additional edits when they're ready.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: Draft remarks
Date: Saturday, August 25, 2018 10:48:48 AM

Sounds good to me! I will turn my focus to batting practice and drafting release.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 10:38 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Re: Draft remarks

I've made edits in the doc to the talking points for the avail. Essentially, we need to simplify to four main points and have her point to the release of the full strategy that will happen immediately after the avail.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Friday, August 24, 2018 at 7:16 PM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Draft remarks

Hi everyone,

Please see my very draft-y opening and TPs for Monday's avail. Happy to incorporate feedback, especially structurally, as the systemic/targeted explanation is a new one that may only make sense to me.

<https://docs.google.com/document/d/1uAHQs6hO3R9IHClSnS0dO9U4ichAuwTeHIEpM7mNsO8/edit?usp=sharing>

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Friday, August 24, 2018 at 10:21 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Draft remarks

That's excellent. Thanks, Kate.

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green

503.373.1283

debbie.green@state.or.us

From: KONDAYEN Kate * GOV

Sent: Friday, August 24, 2018 10:12 AM

To: BHATT Pooja * GOV; CAPPS Lindsey D * GOV

Cc: PAIR Chris * GOV

Subject: Re: Draft remarks

Thanks, all!

The Governor digested this well and gave me some off the cuff remarks that I'm pulling together into bullets for her. I'll also work on the materials for the avail. She wants to focus on 3 messages at a time, so I've updated the messaging bullets in my original email below. She'll highlight preschool and K-3 class sizes during the avail, as well as CTE.

I'll also move forward on a press release, and I will wait to hear from you three in terms of paper edits and web copy.

Thanks,
Kate

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Friday, August 24, 2018 at 7:30 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CAPPS Lindsey D * GOV
<Lindsey.D.CAPPS@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Draft remarks

I like the edits. Nuance that doesn't necessarily need to be clarified in the talking points but I wanted to make sure you caught - the class size piece in the paper is in relation to grades k-3 only. Thanks for the heads up on timeline. I will be available to help with quick edits or reviews as needed throughout the day.

From: KONDAYEN Kate * GOV

Sent: Thursday, August 23, 2018 11:08 PM

To: BHATT Pooja * GOV; CAPPS Lindsey D * GOV

Cc: PAIR Chris * GOV
Subject: Re: Draft remarks

Thanks for the suggestions, revisions and comments. I've incorporated and updated the remarks, which are still viewable at the original link:

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jCOV9BaeHTtQ/edit>

To Pooja's question, I wanted to share what I understand to be our total timeline and messaging opportunities. Yes, it is all Monday. Since the white paper is so comprehensive, we need to pick and choose our messages by audience, with a max of four for the Governor to deliver in one setting.

MONDAY

8:15 AM Speech to freshmen (open to media)

- Amazing teachers and more time with them (180 days)
- CTE funding
- Student resources (safety)

8:45 AM Media avail

- Preschool
- K-3 class sizes
- CTE funding

10 AM(?) After action press release to media and general public, linking to web copy and full white paper

- Preschool
- 180 days
- Class sizes
- CTE funding
- Student resources (wraparound supports, safety)
- Teacher training

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Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

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Kate

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: Re: Health care and housing white paper
Date: Saturday, August 25, 2018 10:49:20 AM

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Date: Saturday, August 25, 2018 at 10:44 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
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Sent from my iPhone

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Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Health care and housing white paper
Date: Saturday, August 25, 2018 10:57:42 AM

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Sent from my iPhone

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<https://docs.google.com/document/d/1uAHQs6hO3R9IHClSnS0dO9U4ichAuwTeHlEpM7mNsO8/edit?usp=sharing>

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Friday, August 24, 2018 at 10:21 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Draft remarks

That's excellent. Thanks, Kate.

Lindsey Capps
Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: KONDAYEN Kate * GOV
Sent: Friday, August 24, 2018 10:12 AM
To: BHATT Pooja * GOV; CAPPS Lindsey D * GOV
Cc: PAIR Chris * GOV
Subject: Re: Draft remarks

Thanks, all!

The Governor digested this well and gave me some off the cuff remarks that I'm pulling together into bullets for her. I'll also work on the materials for the avail. She wants to focus on 3 messages at a time, so I've updated the messaging bullets in my original email below. She'll highlight preschool and K-3 class sizes during the avail, as well as CTE.

I'll also move forward on a press release, and I will wait to hear from you three in terms of paper edits and web copy.

Thanks,
Kate

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 7:30 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Draft remarks

I like the edits. Nuance that doesn't necessarily need to be clarified in the talking points but I wanted to make sure you caught - the class size piece in the paper is in relation to grades k-3 only. Thanks for the heads up on timeline. I will be available to help with quick edits or reviews as needed throughout the day.

From: KONDAYEN Kate * GOV
Sent: Thursday, August 23, 2018 11:08 PM
To: BHATT Pooja * GOV; CAPPS Lindsey D * GOV
Cc: PAIR Chris * GOV
Subject: Re: Draft remarks

Thanks for the suggestions, revisions and comments. I've incorporated and updated the remarks, which are still viewable at the original link:

<https://docs.google.com/document/d/13whpyDPFqOejGO2dZLCvLbn1DMDjVD8jCOV9BaeHTtQ/edit>

To Pooja's question, I wanted to share what I understand to be our total timeline and messaging

opportunities. Yes, it is all Monday Since the white paper is so comprehensive, we need to pick and choose our messages by audience, with a max of four for the Governor to deliver in one setting.

MONDAY

8:15 AM Speech to freshmen (open to media)

- Amazing teachers and more time with them (180 days)
- CTE funding
- Student resources (safety)

8:45 AM Media avail

- Preschool
- K-3 class sizes
- CTE funding

10 AM(?) After action press release to media and general public, linking to web copy and full white paper

- Preschool
- 180 days
- Class sizes
- CTE funding
- Student resources (wraparound supports, safety)
- Teacher training

In terms of prep timeline: Chris and I have time with the Governor tomorrow AM, where we'll walk through the speech with her briefly. After getting her feedback, we will then digest the revised speech into bullet points and prepare talking points for her for the avail. We may need you to look over the talking points in the middle of the day on a tight timeline. Then we hope to grab her again for another round of prep either in the afternoon or over the weekend. No matter what, we have to have her Monday materials in her packet (revised speech bullets, media avail talking points) by COB tomorrow. In tandem, we'll be working edits to the actual white paper, the press release, and web copy, which will need to be live in time to send the press release. We'd love to have that wrapped by COB too but the priority is to have the Governor what she needs first.

So, bottom line, we've made a lot of progress but still have a lot to do. Thanks for everything so far!

Best,
Kate

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Thursday, August 23, 2018 at 7:32 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Draft remarks

Hi Kate,

Thanks for putting this together for our review so quickly! I like it overall and have a couple questions/comments - feel free to take it or leave it:

-In the place where you talk about graduation dreams beginning on Graduation Day 2022, I actually wonder how motivating that is to hear for incoming freshman for whom 4 years may seem like a long slog. I'm certainly not a messaging pro but I wonder if it may be more compelling to have them hear that your dream starts today and to give them a sense of empowerment that encourages them to come to school tomorrow. This school, like all High schools, can access measure 98. To my knowledge, Madison has programs that meet all 3 pillars of it. I point that out only because it could make the idea of opportunity more tangible and let them know that opportunity starts today - seek out the opportunities that you have at this school to get exposed to careers - to test them out. To get exposed to college courses. If this sounds like a path you want to go down, I can help track down info on specific programs that the school might offer in that regard.

-I'm curious about the omission of preschool, but I understand that to an incoming HS freshman class it's not necessarily a compelling point. It is a huge component of the plan though, and it may be worth exploring how to fit that in.

-Madison is a very diverse school with a majority of students of color. It may be good to expand the culturally-responsive curriculum talking point and make it less adult-y (i.e. we want to make sure when you read books for your classes, that you see images of people who look like you, who reflect your cultures, and the cultures of your classmates.) Lindsey - do you have suggestions on this in particular? I don't have a good sense of where we are with implementation of the Tribal Ed and ethnic studies bills. But maybe we just keep it broad because the "we want to make sure" is a vision statement anyway? Just a question for us all.

-I'm wondering if we can talk about the rollout/timing of this speech, the white paper being published, and the web-ready version of the white paper. Is it all Monday?

Pooja

From: KONDAYEN Kate * GOV
Sent: Thursday, August 23, 2018 7:09 PM
To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV
Cc: PAIR Chris * GOV
Subject: Draft remarks

I still have some holes but structure is pretty clear, I think. Please feel free to make changes as suggestions in tracked changes.

One thing I want to flag is that the Madison grad rates jump that I see online are closer to 6.5 or 7 percent, not the 8 percent jump that ODE flagged for us. Something I will track down but please let me know if you know more.

<https://docs.google.com/document/d/13whpYDPFqOejGO2dZLCvLbn1DMDjVD8jC0V9BaeHTtQ/edit>

Thanks!
Kate

From: [PAIR Chris * GOV](#)
To: [BHATT Pooja * GOV](#); [BLOSSER Nik * GOV](#)
Cc: [KORESKE Debbie * GOV](#); [CAPPS Lindsey D * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: Re: FINAL VERSION
Date: Saturday, August 25, 2018 11:52:15 AM

Got them. Thanks.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 10:54 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: FINAL VERSION

Final remnants.

14 – Somehow this is off and should have the Chief Ed office incorporated into the note- Should be **Practice to Improve Student Achievement**” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-toImprove-the-Achievement-ofStudents-in-Poverty_CEdO_Feb_2017.pdf. You can remove the link if you want. **Footnote 15 should be Ibid not Chief Ed office.**

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Cc: KORESKE Debbie * GOV; CAPPS Lindsey D * GOV; BHATT Pooja * GOV; KONDAYEN Kate * GOV
Subject: Re: FINAL VERSION

Great. I just circulated to the governor. Please hold any final comments until after the prep with her.

Sent from my iPhone

On Aug 25, 2018, at 10:28 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

This includes everyone’s edits from this morning, including Nik’s annotated edits to version 5.

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Date: Saturday, August 25, 2018 at 9:37 AM

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Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Annotated edits

I like all the changes - and Nik's suggestion to move the every child paragraph to the top. I also had the reaction that the goal was way too narrow - where have we landed with that?

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

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Hi – Here are my annotated edits, Chris. Most are copy edits. In a few cases I was fixing copy or cutting wordy copy, sometimes to help you fit things a bit better.

Great job everyone.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Saturday, August 25, 2018 at 8:37 AM

To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKE Debbie * GOV

<Debbie.KORESKE@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

All recent edits applied. Including: fact check from Lindsay; various layout and font style fixes; change from "goal" to "executive summary."

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Date: Saturday, August 25, 2018 at 8:24 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: RE: Final draft - please give green light for design

Chris -- See two small edits enclosed to accomplishments page. Lindsey

From: BLOSSER Nik * GOV

Sent: Saturday, August 25, 2018 8:09 AM

To: PAIR Chris * GOV; BHATT Pooja * GOV; KORESKE Debbie * GOV; CAPPS Lindsey D * GOV

Cc: KONDAYEN Kate * GOV

Subject: Re: Final draft - please give green light for design

Seeing it in layout, I think that's the right way to go, too.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

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Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

I don't disagree with the goal vs executive summary section. However, that change needs to apply to the other white papers currently in development.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Saturday, August 25, 2018 at 7:53 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Chris - I am going through this thoroughly right now. A couple immediate items:

1. Add the date August 27, 2018 to the cover page
2. I feel strongly that we should not have page 2 like it is. We should start with vision like you have it, then change the word "Goal" to "Executive Summary" and then follow with the paragraph that begins "Every child must have the opportunity to...". I don't see the one, single graduation goal as the goal of this whole agenda – it minimizes it too much. Under the executive summary is where you could also put your web copy.

I'm still going through it but wanted to share this. If people disagree we better get on a call to discuss.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Saturday, August 25, 2018 at 7:50 AM

To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV

<Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV

<Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Great edits. Thanks for taking a thorough look. All edits are in the attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor's requested line is included, however we should discuss when we hop on the phone today to discuss distribution of the final.

Before we go public monday, I'll take another run at some of the aesthetic issues, but will not change any of the text.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Saturday, August 25, 2018 at 12:06 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV

<Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV

<Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV

<Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Also, one other change that I understand the Governor requested through Nik (and was in the last Word version) needs to be added on p 4, second paragraph. The line should read: "While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind."

Get [Outlook for iOS](#)

On Fri, Aug 24, 2018 at 11:38 PM -0700, "BHATT Pooja * GOV"

<Pooja.BHATT@oregon.gov> wrote:

I have attached my comments. It looks more overwhelming than it is. Quick footnote fixes that got messed up somehow with the recent versions. I can review again to make sure that these corrections are in the right places.

From: PAIR Chris * GOV
Sent: Friday, August 24, 2018 9:21 PM
To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 24, 2018 at 8:00 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 5:44 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV
Sent: Friday, August 24, 2018 2:18 PM
To: KORESKI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV
Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

<Education Agenda 3 Nik annotations.pdf>

<Education Agenda 5.pdf>

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: FINAL VERSION
Date: Saturday, August 25, 2018 11:54:31 AM

Two items – need to delete comma on page 1 at the end of Pooja’s title; need to fix left margin on page 15 to match page 14

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
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Date: Saturday, August 25, 2018 at 12:06 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Also, one other change that I understand the Governor requested through Nik (and was in the last Word version) needs to be added on

p 4, second paragraph. The line should read: "While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind."

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On Fri, Aug 24, 2018 at 11:38 PM -0700, "BHATT Pooja * GOV"
<Pooja.BHATT@oregon.gov> wrote:

I have attached my comments. It looks more overwhelming than it is. Quick footnote fixes that got messed up somehow with the recent versions. I can review again to make sure that these corrections are in the right places.

From: PAIR Chris * GOV
Sent: Friday, August 24, 2018 9:21 PM
To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 24, 2018 at 8:00 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

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Date: Friday, August 24, 2018 at 5:44 PM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV

Sent: Friday, August 24, 2018 2:18 PM

To: KORESKEI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV

Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

<Education Agenda 3 Nik annotations.pdf>

<Education Agenda 5.pdf>

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: Re: FINAL VERSION
Date: Saturday, August 25, 2018 11:57:25 AM

Caught those. Thanks.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Saturday, August 25, 2018 at 11:54 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: FINAL VERSION

Two items – need to delete comma on page 1 at the end of Pooja's title; need to fix left margin on page 15 to match page 14

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 11:52 AM
To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: FINAL VERSION

Got them. Thanks.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 10:54 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
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Subject: RE: FINAL VERSION

Final remnants.

14 – Somehow this is off and should have the Chief Ed office incorporated into the note- Should be Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-toImprove-the-Achievment-ofStudents-in-Poverty_CEdO_Feb_2017.pdf. You can remove the link if you want. **Footnote 15 should be Ibid not Chief Ed office.**

p. 12 –footnote 18 in text should have a note on the left that says Ibid.

p. 23 – looks like an extra space in first line before “Language”

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 10:40 AM
To: PAIR Chris * GOV
Cc: KORESKI Debbie * GOV; CAPPS Lindsey D * GOV; BHATT Pooja * GOV; KONDAYEN Kate * GOV
Subject: Re: FINAL VERSION

Great. I just circulated to the governor. Please hold any final comments until after the prep with her.

Sent from my iPhone

On Aug 25, 2018, at 10:28 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

This includes everyone’s edits from this morning, including Nik’s annotated edits to version 5.

From: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Date: Saturday, August 25, 2018 at 9:37 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Annotated edits

I like all the changes - and Nik’s suggestion to move the every child paragraph to the top. I also had the reaction that the goal was way too narrow - where have we landed with that?

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 25, 2018, at 9:00 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Hi – Here are my annotated edits, Chris. Most are copy edits. In a few cases I was fixing copy or cutting wordy copy, sometimes to help you fit things a bit better.

Great job everyone.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Saturday, August 25, 2018 at 8:37 AM

To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

All recent edits applied. Including: fact check from Lindsay; various layout and font style fixes; change from “goal” to “executive summary.”

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Date: Saturday, August 25, 2018 at 8:24 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: RE: Final draft - please give green light for design

Chris -- See two small edits enclosed to accomplishments page. Lindsey

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 8:09 AM
To: PAIR Chris * GOV; BHATT Pooja * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Seeing it in layout, I think that's the right way to go, too.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:09 AM
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Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

I don't disagree with the goal vs executive summary section. However, that change needs to apply to the other white papers currently in development.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Saturday, August 25, 2018 at 7:53 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Chris - I am going through this thoroughly right now. A couple immediate items:

1. Add the date August 27, 2018 to the cover page
2. I feel strongly that we should not have page 2 like it is. We should

start with vision like you have it, then change the word “Goal” to “Executive Summary” and then follow with the paragraph that begins “Every child must have the opportunity to...”. I don’t see the one, single graduation goal as the goal of this whole agenda – it minimizes it too much. Under the executive summary is where you could also put your web copy.

I’m still going through it but wanted to share this. If people disagree we better get on a call to discuss.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 7:50 AM
To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Great edits. Thanks for taking a thorough look. All edits are in the attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor’s requested line is included, however we should discuss when we hop on the phone today to discuss distribution of the final.

Before we go public monday, I’ll take another run at some of the aesthetic issues, but will not change any of the text.

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Date: Saturday, August 25, 2018 at 12:06 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV

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Cc: KONDAYEN Kate * GOV

Subject: Re: Final draft - please give green light for design

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Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

<Education Agenda 3 Nik annotations.pdf>

<Education Agenda 5.pdf>

From: [KONDAYEN Kate * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: Materials for 12:15 call
Date: Saturday, August 25, 2018 12:04:00 PM
Attachments: [Back to School Media Avail @ Madison 8.27.18 FINAL.docx](#)
[Back to School @ Madison TPs 8.27.18.docx](#)

Hi Governor,

Chris and I will speak with you shortly. Pooja and Lindsey will also join us. I've attached the talking points for the Monday avail, which are new, and the outline for the remarks, which was in your packet last night.

We'll run through remarks again first, then the opener for the media avail, then will go into some Q&A.

Thank you,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners.

We cannot grow to our full potential as a state unless we're making sure that our kids reach theirs. **Education drives opportunity.**

This is a complex issue and no one approach is a magic bullet. We need to bring every tool in the toolbox.

With a few systemic changes across the entire system, and some targeted changes for our youngest children and our high schoolers, we can significantly alter the trajectory of thousands of Oregonian children and their families.

We have to target pivotal points in the educational spectrum: preschool and early learning, and high school.

- Research shows that kids who have a more solid foundation are ready for the challenges of later years in school. **We can provide that solid foundation by increasing access to preschool for our highest-need and low-income families.** Quality preschool will make sure more kids are socially and emotionally ready to learn when they start kindergarten.
- **We can ease the transition for all kids by keeping class sizes lower, allowing each child more time with their teacher.**
- In high schools, we're already seeing significant gains in graduation rates for students who concentrate in or just experience hands-on learning like Career and Technical Ed and STEAM programs. **When we can give even more students access to these programs, we jump start their journeys outside the classroom,** creating clearer pathways to their careers and making them more Future Ready.

STRATEGIES (FOCUS FOR AVAIL)

Preschool

We will make more kids ready to learn throughout their academic careers if we can increase access to preschool for our highest-need and low-income families.

K-3 Class Sizes

Early childhood education sets the stage for later learning experiences. We can give more all students a sturdier foundation by keeping our K-3 class sizes smaller, allowing every kid more time with their teachers.

CTE funding

We've made progress over the past few years, but I want every high school student in Oregon to have access to hands-on learning. We will ensure that students are Future Ready through investing at least \$300 million in High School Success (Measure 98) and CTE.

180 day school year

Our kids need more time in the classroom to grow to their full potential. Oregon needs to align with the national norm of 180 days of instructional time, and we need to support the districts that are furthest from this average.

[Greeting, introduce yourself, express excitement at first day of school]

To me, it signals the opportunities each one of you has. Opportunities to connect to your classmates, with the world, and to connect in the classroom to your potential careers.

As many of you know, Oregon is really challenged by some of the lowest high school graduation rates in the country.

30 years ago, that wasn't a big deal. There were plenty of jobs in fishing, farming, and timber. Those jobs have unfortunately become few and far between.

That's why it's so important that you graduate with a plan for your future and the skills to get there.

There are 342 of you today. How many of you know what you want to do after school? *[Invite audience call and response]*

The route to all 342 dreams begins here. Today. In your classrooms.

We want to make sure that all of you graduate, and we're working on additional tools to help you do that. Like:

- **Great teachers, and more time with them**
- **More school days, in line with the national norms of 180 days**
- **Access to hands-on learning like career and technical ed (CTE)**

I was here two years ago and I met some of your amazing teachers, classmates and programs, and I saw the ways this work can make a difference.

If we can continue this across the state, we can make a huge impact inside and outside of school.

During my time as governor:

- **Invested \$30M first year**
- **Quadrupled that in the last legislative session, bringing our total to \$170M**
- **Total \$300M in our career and technical ed classrooms**

My goal is that every high school—not just Madison—has CTE/STEAM programming so that you feel engaged by your classes, and have the tools you need to reach your full potential long after you graduate from high school.

Because I believe that every student in Oregon—like you—can succeed.

And I believe that Oregon needs to provide what you need to thrive.

Can I get your commitment to helping us get closer to our goals? Can I get your commitment to graduate in 2022? [*Initiate audience call and response, do again if they're not fired up.*]

With your commitment, and Oregon's, we can make sure every one of you can reach your potential, and your dreams.

Thank you!

From: [BROWN Katherine * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Materials for 12:15 call
Date: Saturday, August 25, 2018 12:16:26 PM

Is there a conference call number?

Sent from my iPhone

On Aug 25, 2018, at 12:04 PM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

,

Chris and I will speak with you shortly. Pooja and Lindsey will also join us. I've attached the talking points for the Monday avail, which are new, and the outline for the remarks, which was in your packet last night.

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Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

<Back to School Media Avail @ Madison 8.27.18 FINAL.docx>

<Back to School @ Madison TPs 8.27.18.docx>

From: [KONDAYEN Kate * GOV](#)
To: [BROWN Katherine * GOV](#)
Subject: Re: Materials for 12:15 call
Date: Saturday, August 25, 2018 12:17:00 PM

Chris is calling you.

From: BROWN Katherine * GOV <katherine.brown@oregon.gov>
Date: Saturday, August 25, 2018 at 12:16 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Materials for 12:15 call

Is there a conference call number?

Sent from my iPhone

On Aug 25, 2018, at 12:04 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

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Chris and I will speak with you shortly. Pooja and Lindsey will also join us. I've attached the talking points for the Monday avail, which are new, and the outline for the remarks, which was in your packet last night.

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O: 503.378.6496 | M: 503.689.0248

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<Back to School @ Madison TPs 8.27.18.docx>

From: [PAIR Chris * GOV](#)
To: [BOYLES Stormy * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Prep time sunday
Date: Saturday, August 25, 2018 1:02:46 PM

Hi Stormy,

Can you add prep time for Monday's education event to GKB's calendar Sunday mid or late afternoon? This is at her request.

Thank you,

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [CAPPS Lindsey D * GOV](#)
To: [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#)
Subject: Draft plan email
Date: Saturday, August 25, 2018 1:28:45 PM

Here is a draft email to partners. This is a simple message, could include a listing of the plan elements or quick TPs in the body of the email. I look to Chris there. It would be a good courtesy to include copy Colt and Miriam on these emails if that makes sense to everyone. Pooja, I will copy you on my emails. Nik, let me know if you would like to be copied as well.

Dear _____,

Governor Brown wanted to share with you an advanced copy of her education plan to improve graduation outcomes. The enclosed policy paper is embargoed until 9:00 am tomorrow. As a courtesy to the Governor, we ask that that you do not share or forward this document to others prior to that time.

[I also wanted to thank you for your time this past week discussing this critical work.] We look forward to further conversation and collaboration with you as we continue down the path of working together to enact policy to put the Governor's plan into action.

Please feel free to contact me if you have any questions.

/s/

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Updated docs
Date: Saturday, August 25, 2018 3:07:00 PM

Chris, updated outline and TPs below. Good to go to the Gov? I feel like they could use some trimming. For the avail, I tried to group things for each note card.

<https://docs.google.com/document/d/1uAHQs6hO3R9IHClSnS0dO9U4ichAuWTeHIEpM7mNsO8/edit>
https://docs.google.com/document/d/1TFDFu2UI2A7T97_Viftgej4GVkRv08p60aejwYZHI3A/edit

I am heading out and dropping the hard copy at your house in about 10 minutes. It will look like a lot, but there are only a few straight up errors—a lot are just about consistency. I made a list on page 10 of things you could do a find and replace on, if you are so inclined. I think I caught most of those, though. The footnotes are not edited totally to one style guide, as that would involve actually going into the sources, but I made some changes for visual consistency. If you want them 100% right, I think Pooja needs to review.

I'll write release tomorrow, but am going to try to get some time out and about now.

Thanks,
Kate

From: [PAIR Chris * GOV](#)
To: [BHATT Pooja * GOV](#); [BLOSSER Nik * GOV](#)
Cc: [KORESKE Debbie * GOV](#); [CAPPS Lindsey D * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: Re: FINAL VERSION
Date: Saturday, August 25, 2018 4:44:18 PM
Attachments: [Education Agenda 6.pdf](#)

I won't say this is final, but hopefully is pretty near it. Thanks to everyone for the additional edits, and especially for Kate taking 2 hours this afternoon for a thorough line edit and dropping a paper copy off at my house.

Please pass along anything else you catch.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 10:54 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: FINAL VERSION

Final remnants.

14 – Somehow this is off and should have the Chief Ed office incorporated into the note- Should be Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-toImprove-the-Achievment-ofStudents-in-Poverty_CEdO_Feb_2017.pdf. You can remove the link if you want. **Footnote 15 should be Ibid not Chief Ed office.**

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From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 10:40 AM
To: PAIR Chris * GOV
Cc: KORESKE Debbie * GOV; CAPPS Lindsey D * GOV; BHATT Pooja * GOV; KONDAYEN Kate * GOV
Subject: Re: FINAL VERSION

Great. I just circulated to the governor. Please hold any final comments until after the prep with her.

Sent from my iPhone

On Aug 25, 2018, at 10:28 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

This includes everyone's edits from this morning, including Nik's annotated edits to

version 5.

From: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Date: Saturday, August 25, 2018 at 9:37 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Annotated edits

I like all the changes - and Nik's suggestion to move the every child paragraph to the top. I also had the reaction that the goal was way too narrow - where have we landed with that?

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 25, 2018, at 9:00 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Hi – Here are my annotated edits, Chris. Most are copy edits. In a few cases I was fixing copy or cutting wordy copy, sometimes to help you fit things a bit better.

Great job everyone.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Saturday, August 25, 2018 at 8:37 AM

To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

All recent edits applied. Including: fact check from Lindsay; various layout and font style fixes; change from "goal" to "executive summary."

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Date: Saturday, August 25, 2018 at 8:24 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: RE: Final draft - please give green light for design

Chris -- See two small edits enclosed to accomplishments page. Lindsey

From: BLOSSER Nik * GOV

Sent: Saturday, August 25, 2018 8:09 AM

To: PAIR Chris * GOV; BHATT Pooja * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV

Cc: KONDAYEN Kate * GOV

Subject: Re: Final draft - please give green light for design

Seeing it in layout, I think that's the right way to go, too.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Saturday, August 25, 2018 at 8:09 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV

<Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

I don't disagree with the goal vs executive summary section. However, that change needs to apply to the other white papers currently in development.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Saturday, August 25, 2018 at 7:53 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Chris - I am going through this thoroughly right now. A couple immediate items:

1. Add the date August 27, 2018 to the cover page
2. I feel strongly that we should not have page 2 like it is. We should start with vision like you have it, then change the word "Goal" to "Executive Summary" and then follow with the paragraph that begins "Every child must have the opportunity to...". I don't see the one, single graduation goal as the goal of this whole agenda – it minimizes it too much. Under the executive summary is where you could also put your web copy.

I'm still going through it but wanted to share this. If people disagree we better get on a call to discuss.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Saturday, August 25, 2018 at 7:50 AM

To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Great edits. Thanks for taking a thorough look. All edits are in the attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor's requested line is included, however we should discuss when we hop on the phone today to discuss distribution of the final.

Before we go public monday, I'll take another run at some of the aesthetic issues, but will not change any of the text.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Saturday, August 25, 2018 at 12:06 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Also, one other change that I understand the Governor requested through Nik (and was in the last Word version) needs to be added on p 4, second paragraph. The line should read: "While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind."

Get [Outlook for iOS](#)

On Fri, Aug 24, 2018 at 11:38 PM -0700, "BHATT Pooja * GOV" <Pooja.BHATT@oregon.gov> wrote:

I have attached my comments. It looks more overwhelming than it is. Quick footnote fixes that got messed up somehow with the recent versions. I can review again to make sure that these corrections are in the right places.

From: PAIR Chris * GOV
Sent: Friday, August 24, 2018 9:21 PM
To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 24, 2018 at 8:00 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 5:44 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV
Sent: Friday, August 24, 2018 2:18 PM

To: KORESKI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV
Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

<Education Agenda 3 Nik annotations.pdf>

<Education Agenda 5.pdf>

Every Oregon Student Engaged, Empowered and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

3. “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

4. Ibid.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Engage and Equip Students for Career and College*
- *Develop and Empower Educators*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty-CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office.
(2018) Oregon Educator Equity
Report. Retrieved from [http://
education.oregon.gov/wp-content/
uploads/2018/06/CEdO_Educator-
Equity-Executive-Summary_2018-
WEB.pdf](http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf).

18. Ibid.



“ High school students who take Career Technical Education courses in the final two years of high school are more likely to graduate ”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators

Graduation rate disparities between students groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed Ballot Measure 98 in 2016. In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



\$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategies:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in first grade, and 23 in grades two to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education and post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child". Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the achievement gap.



From: [PAIR Chris * GOV](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#); [BLOSSER Nik * GOV](#)
Subject: Re: Draft plan email
Date: Saturday, August 25, 2018 4:45:27 PM

I'm comfortable with this and CCing colt and Miriam.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 2:11 PM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Draft plan email

Looks good to me.

On Sat, Aug 25, 2018 at 1:28 PM -0700, "CAPPS Lindsey D * GOV" <Lindsey.D.CAPPS@oregon.gov> wrote:

Here is a draft email to partners. This is a simple message, could include a listing of the plan elements or quick TPs in the body of the email. I look to Chris there. It would be a good courtesy to include copy Colt and Miriam on these emails if that makes sense to everyone. Pooja, I will copy you on my emails. Nik, let me know if you would like to be copied as well.

Dear _____,

Governor Brown wanted to share with you an advanced copy of her education plan to improve graduation outcomes. The enclosed policy paper is embargoed until 9:00 am tomorrow. As a courtesy to the Governor, we ask that that you do not share or forward this document to others prior to that time.

[I also wanted to thank you for your time this past week discussing this critical work.] We look forward to further conversation and collaboration with you as we continue down the path of working together to enact policy to put the Governor's plan into action.

Please feel free to contact me if you have any questions.

/s/

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Updated docs
Date: Saturday, August 25, 2018 4:51:47 PM

These look goods. Some edits to the avail copy.

Thanks again for taking the time to do a thorough line edit today. To make it up to you, I'll draft the release tonight and social.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Saturday, August 25, 2018 at 3:07 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Updated docs

Chris, updated outline and TPs below. Good to go to the Gov? I feel like they could use some trimming. For the avail, I tried to group things for each note card.

<https://docs.google.com/document/d/1uAHQs6hO3R9IHClSnS0dO9U4ichAuwTeHlEpM7mNsO8/edit>
https://docs.google.com/document/d/1TFDFu2UI2A7T97_Viftgej4GVkRv08p60aejwYZHI3A/edit

I am heading out and dropping the hard copy at your house in about 10 minutes. It will look like a lot, but there are only a few straight up errors—a lot are just about consistency. I made a list on page 10 of things you could do a find and replace on, if you are so inclined. I think I caught most of those, though. The footnotes are not edited totally to one style guide, as that would involve actually going into the sources, but I made some changes for visual consistency. If you want them 100% right, I think Pooja needs to review.

I'll write release tomorrow, but am going to try to get some time out and about now.

Thanks,
Kate

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: FINAL VERSION
Date: Saturday, August 25, 2018 5:23:26 PM

A few items:

Page 5: the indentation on footnote 4 doesn't match 3 and 5

Page 9: in final sentence of first paragraph, delete comma after "special education placement"

Page 13: no capitalization on "career technical education" in the pull quote

Page 14:

- First paragraph: remove comma after "results" in second line, and add a colon at the end after "educators"
- Header above second paragraph: should be "student groups" not "students groups"

Page 15: The opening line is missing. It should start "In 2017, the Governor secured \$7.4 million to combat..."

Page 16: In item Two, simplify the sentence below the header to say "...and 23 in grades one to three"

Page 19: Line 8 of the first paragraph, the word "All" seems to be italicized and shouldn't be.

I also want to make sure you meant to delete the entire "Culturally Responsive College and Career Navigationm Support" paragraph from agenda item five. I'm fine deleting it but wanted to confirm.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 4:44 PM
To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: FINAL VERSION

I won't say this is final, but hopefully is pretty near it. Thanks to everyone for the additional edits, and especially for Kate taking 2 hours this afternoon for a thorough line edit and dropping a paper copy off at my house.

Please pass along anything else you catch.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 10:54 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: FINAL VERSION

Final remnants.

14 – Somehow this is off and should have the Chief Ed office incorporated into the note- Should be **Practice to Improve Student Achievement**” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-toImprove-the-Achievment-ofStudents-in-Poverty_CEdO_Feb_2017.pdf. You can remove the link if you want. **Footnote 15 should be Ibid not Chief Ed office.**

p. 12 –footnote 18 in text should have a note on the left that says Ibid.

p. 23 – looks like an extra space in first line before “Language”

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 10:40 AM
To: PAIR Chris * GOV
Cc: KORESKI Debbie * GOV; CAPPS Lindsey D * GOV; BHATT Pooja * GOV; KONDAYEN Kate * GOV
Subject: Re: FINAL VERSION

Great. I just circulated to the governor. Please hold any final comments until after the prep with her.

Sent from my iPhone

On Aug 25, 2018, at 10:28 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

This includes everyone’s edits from this morning, including Nik’s annotated edits to version 5.

From: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Date: Saturday, August 25, 2018 at 9:37 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KONDAYEN Kate * GOV

<Kate.KONDAYEN@oregon.gov>

Subject: Re: Annotated edits

I like all the changes - and Nik's suggestion to move the every child paragraph to the top. I also had the reaction that the goal was way too narrow - where have we landed with that?

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 25, 2018, at 9:00 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Hi – Here are my annotated edits, Chris. Most are copy edits. In a few cases I was fixing copy or cutting wordy copy, sometimes to help you fit things a bit better.

Great job everyone.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Saturday, August 25, 2018 at 8:37 AM

To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

All recent edits applied. Including: fact check from Lindsay; various layout

and font style fixes; change from “goal” to “executive summary.”

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Saturday, August 25, 2018 at 8:24 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Final draft - please give green light for design

Chris -- See two small edits enclosed to accomplishments page. Lindsey

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 8:09 AM
To: PAIR Chris * GOV; BHATT Pooja * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Seeing it in layout, I think that's the right way to go, too.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:09 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

I don't disagree with the goal vs executive summary section. However, that change needs to apply to the other white papers currently in development.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Saturday, August 25, 2018 at 7:53 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Chris - I am going through this thoroughly right now. A couple immediate items:

1. Add the date August 27, 2018 to the cover page
2. I feel strongly that we should not have page 2 like it is. We should start with vision like you have it, then change the word "Goal" to "Executive Summary" and then follow with the paragraph that begins "Every child must have the opportunity to...". I don't see the one, single graduation goal as the goal of this whole agenda – it minimizes it too much. Under the executive summary is where you could also put your web copy.

I'm still going through it but wanted to share this. If people disagree we better get on a call to discuss.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Saturday, August 25, 2018 at 7:50 AM

To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Great edits. Thanks for taking a thorough look. All edits are in the

attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor's requested line is included, however we should discuss when we hop on the phone today to discuss distribution of the final.

Before we go public monday, I'll take another run at some of the aesthetic issues, but will not change any of the text.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 12:06 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Also, one other change that I understand the Governor requested through Nik (and was in the last Word version) needs to be added on p 4, second paragraph. The line should read: "While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind."

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On Fri, Aug 24, 2018 at 11:38 PM -0700, "BHATT Pooja * GOV" <Pooja.BHATT@oregon.gov> wrote:

I have attached my comments. It looks more overwhelming than it is. Quick footnote fixes that got messed up somehow with the recent versions. I can review again to make sure that these corrections are in the right places.

From: PAIR Chris * GOV
Sent: Friday, August 24, 2018 9:21 PM
To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKEI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV

Subject: Re: Final draft - please give green light for design

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Friday, August 24, 2018 at 8:00 PM

To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Date: Friday, August 24, 2018 at 5:44 PM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV

Sent: Friday, August 24, 2018 2:18 PM

To: KORESKI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV

Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout

today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

<Education Agenda 3 Nik annotations.pdf>

<Education Agenda 5.pdf>

From: [KONDAYEN Kate * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [PAIR Chris * GOV](#); [BOYLES Stormy * GOV](#); [POLALES Jack * GOV](#)
Subject: Updated materials for tomorrow's prep session
Date: Saturday, August 25, 2018 6:30:07 PM
Attachments: [Back to School Media Avail @ Madison 8.27.18-2.docx](#)
[Back to School @ Madison TPs 8.27.18-2.docx](#)

Hi Governor,

Please see attached the materials from our prep session today, with the edits we discussed. Chris and I will connect with you tomorrow afternoon to run through everything again on the phone, and Jack will put together notecards for Monday.

Thank you,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

[Greetings. Mention second visit to Madison.] In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners.

[Give overarching mission and education goals, like the below.]

Oregon as a state can only reach its potential when we make sure that our kids reach theirs.

Education drives opportunity. To do that, we need to:

1. Improving HS grad rates, making sure students graduate with a plan for their future and tools to compete in a global economy
2. Seamless system of education, serving our kids from preschool to higher ed
3. Strong teachers that have access to professional development, coaching and mentoring. An educator workforce and teacher pipeline more reflective of the growing and changing face of Oregon.

[Frame up new strategies.]

This is a complex issue and there is no magic bullet. We need to bring every tool in the toolbox—some system-wide, some targeted.

If we can target pivotal points in the educational spectrum: preschool and early learning, and high school, we can significantly alter the trajectory of thousands of children and their families.

[Outline new strategies.]

- Making sure kids are socially and emotionally kindergarten ready to do better throughout their entire academic careers. We can provide that solid foundation by increasing access to preschool for our highest-need and low-income families.
- Improving class sizes in grades K-3 to allow each child more time with their teachers.
- In high schools, we're already seeing significant gains in graduation rates for students who concentrate in or just experience hands-on learning like Career and Technical Ed and STEAM programs. When we can give even more students access to these programs, we jump start their journeys outside the classroom, creating clearer pathways to their careers and making them more Future Ready.

[Close with accomplishments and open for questions.]

In my three years as Governor, we've made significant progress

2015: \$30M education package

2017: Quadrupled to \$170M in funding

2019: Want to raise that to \$300M

There is a lot more detail, and my full strategy is being released now. I'm happy to take questions.

STRATEGIES (FOCUS FOR AVAIL)

Preschool

We will make more kids ready to learn throughout their academic careers if we can increase access to preschool for our highest-need and low-income families.

K-3 Class Sizes

Early childhood education sets the stage for later learning experiences. We can give more all students a sturdier foundation by keeping our K-3 class sizes smaller, allowing every kid more time with their teachers.

CTE funding

We've made progress over the past few years, but I want every high school student in Oregon to have access to hands-on learning. We will ensure that students are Future Ready through investing at least \$300 million in High School Success (Measure 98) and CTE.

180 day school year

Our kids need more time in the classroom to grow to their full potential. We have to invest in our kids, and that means investing in their education. They need more time with their teachers and access to hands-on learning, and that happens in the classroom.

Potential Q&A

Funding: These programs will require money, where will it all come from?

We know that process delivers a product. We already have a process in place to identify both needs and funding source. I applaud the work of the Student Success Committee and its leadership, and look forward to seeing their specific proposals.

Stakeholder support: Do you have widespread support for this plan? *Be prepared to answer about specific individuals or groups.*

Our work and NAME's work is intricately linked, and we are in alignment in overarching goals.

This is the first time we've heard you come out on the topic of a longer school year. Why a change of heart?

The budget is in good enough shape that we can make some big changes.

Why not just required instructional hours, which we currently have, instead of more school days?

We have to invest in our kids, and that means investing in their education. They need more time with their teachers and access to hands-on learning, and that happens in the classroom.

Why not decrease class sizes for all kids, not just K-3?

The most important benchmarks of whether a student will graduate is their ability to read in third grade. Targeted investments and reducing class sizes should substantially increase the number of kids hitting that benchmark, meaning that ten years down the road, we have substantially more kids graduating from high school.

PERS:

Balancing the budget on the backs of our teachers and cutting their retirement is the wrong approach. They work very hard every day in jobs that many of us wouldn't do. We have to invest in our classrooms, and that includes our teachers.

On specific teacher scandals or investigations:

Punt question to Colt or Lindsey.

On teacher-related questions:

Strong teachers are the foundation of our educational system. We have to make sure they have access to coaching and mentoring, and the professional development suited to their needs. We also need an educator workforce and teacher pipeline more reflective of the growing and changing face of Oregon.

[Greeting, introduce yourself, express excitement at first day of school]

To me, it signals the opportunities each one of you has. Opportunities to connect: to your classmates, connect with the world, and to connect the classroom to your potential careers.

As many of you know, Oregon is really challenged by some of the lowest high school graduation rates in the country. *[Share 1 in 4 statistic.]*

We want to change that and with your help, we can.

30 years ago, that wasn't a big deal. There were plenty of jobs in fishing, farming, and forestry. Unfortunately, those jobs are now few and far between.

That's why it's so important that you graduate with a plan for your future and the tools to compete in a global economy.

There are 342 of you today. How many of you know what you want to do after school? *[Invite audience call and response]*

The route to all 342 dreams begins here. Today. In your classrooms.

We want to make sure that all of you graduate, and we're working on additional tools to help you do that. Like:

- **Great teachers, and more time with them *[anecdote about teachers at Madison]***
- **I suspect you won't be a fan of this, but your parents will: more school days. We need Oregon to be in line with the national norms of 180 days in the school year.**

- **Access to hands-on learning like career and technical ed (CTE)**
[reflect on visiting Madison two years ago]

During my time as governor:

- **Invested \$30M first year**
- **Quadrupled that in the last legislative session, bringing our total to \$170M**
- **Total \$300M in our career and technical ed classrooms**

My goal is that every high school—not just Madison—has access to programs like computer science, health sciences, engineering.

CTE/STEAM programming so that you feel engaged by your classes, and have the tools you need to reach your full potential long after you graduate from high school. It certainly improves our graduation rates.

Because I believe that every student in Oregon—like you—can succeed.

And I believe that Oregon needs to provide what you need to thrive.

Can I get your commitment to helping us get closer to our goals? Can I get your commitment to graduate in 2022?

[Initiate audience call and response, do again if they're not fired up.]

With your commitment, and Oregon's, we can make sure every one of you can reach your potential, and your dreams.

[Close with thanks.]

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: Monday 8 AM event: Governor Brown back to school
Date: Saturday, August 25, 2018 6:30:29 PM

FYI.

From: Rob Manning <rmanning@opb.org>
Date: Saturday, August 25, 2018 at 4:59 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Monday 8 AM event: Governor Brown back to school

Thanks Kate. I've passed your message on to Lauren Dake. She's planning to be at Madison for the Governor's visit.

Rob

Sent from my handheld device

On Aug 25, 2018, at 2:10 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Hi Rob,

Sorry not to get this note over to you sooner—I hope you're having a good weekend. I wanted to pass along some event information for your consideration. Governor Kate Brown will head to Madison High School (2735 NE 82nd Ave, Portland, OR 97220) on Monday, August 27 at 8 AM to greet and address the freshman class on the importance of education and her priorities. She was there two years ago, and will reflect on some of the changes she's seen and hopes to see. If you are able to make it, I recommend coming around 7:45 to plug into the auditorium's audio system.

The Governor will be available for questions after her remarks. Please let me know if I should expect you.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Updated docs
Date: Saturday, August 25, 2018 6:32:50 PM

Thank you! Sent over directly. And I didn't mean to complain about the time for the line edits, I kind of enjoy a deep dive like that—just to let you know for planning purposes for the next 21

I'm happy to still do release and social tomorrow if you don't get to it, but if you do, thanks!

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 4:51 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Updated docs

These look goods. Some edits to the avail copy.

Thanks again for taking the time to do a thorough line edit today. To make it up to you, I'll draft the release tonight and social.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Saturday, August 25, 2018 at 3:07 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Updated docs

Chris, updated outline and TPs below. Good to go to the Gov? I feel like they could use some trimming. For the avail, I tried to group things for each note card.

<https://docs.google.com/document/d/1uAHQs6hO3R9IHClSnS0dO9U4ichAuwTeHIEpM7mNsO8/edit>
https://docs.google.com/document/d/1TFDFu2UI2A7T97_Viftgej4GVkRv08p60aejwYZHI3A/edit

I am heading out and dropping the hard copy at your house in about 10 minutes. It will look like a lot, but there are only a few straight up errors—a lot are just about consistency. I made a list on page 10 of things you could do a find and replace on, if you are so inclined. I think I caught most of those, though. The footnotes are not edited totally to one style guide, as that would involve actually going into the sources, but I made some changes for visual consistency. If you want them 100% right, I think Pooja needs to review.

I'll write release tomorrow, but am going to try to get some time out and about now.

Thanks,
Kate

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: Re: FINAL VERSION
Date: Saturday, August 25, 2018 8:31:18 PM

Thanks for the additional edits. A couple notes:

The commas on page 9 and 14 were added to make the sentences grammatically correct.
We've decided to decapitalize CTE after great debate amongst the comms team (I lost). Losing caps is thought to be grammatically correct in most uses.

The italicized ALL on page 19 is included in the official name of the advisory committee. I know it's strange, but it's important to them.

The "Culturally Responsive College and Career Navigation Support" paragraph is included. However, it's now bullet C instead of B for formatting purposes.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Saturday, August 25, 2018 at 5:23 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: FINAL VERSION

A few items:

Page 5: the indentation on footnote 4 doesn't match 3 and 5

Page 9: in final sentence of first paragraph, delete comma after "special education placement"

Page 13: no capitalization on "career technical education" in the pull quote

Page 14:

- First paragraph: remove comma after "results" in second line, and add a colon at the end after "educators"
- Header above second paragraph: should be "student groups" not "students groups"

Page 15: The opening line is missing. It should start "In 2017, the Governor secured \$7.4 million to combat..."

Page 16: In item Two, simplify the sentence below the header to say "...and 23 in grades one to three"

Page 19: Line 8 of the first paragraph, the word "All" seems to be italicized and shouldn't be.

I also want to make sure you meant to delete the entire "Culturally Responsive College and Career Navigation Support" paragraph from agenda item five. I'm fine deleting it but wanted to confirm.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 4:44 PM
To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: FINAL VERSION

I won't say this is final, but hopefully is pretty near it. Thanks to everyone for the additional edits, and especially for Kate taking 2 hours this afternoon for a thorough line edit and dropping a paper copy off at my house.

Please pass along anything else you catch.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 10:54 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: FINAL VERSION

Final remnants.

14 – Somehow this is off and should have the Chief Ed office incorporated into the note- Should be Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-toImprove-the-Achievment-ofStudents-in-Poverty_CEdO_Feb_2017.pdf. You can remove the link if you want. **Footnote 15 should be Ibid not Chief Ed office.**

p. 12 –footnote 18 in text should have a note on the left that says Ibid.

p. 23 – looks like an extra space in first line before “Language”

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 10:40 AM
To: PAIR Chris * GOV
Cc: KORESKI Debbie * GOV; CAPPS Lindsey D * GOV; BHATT Pooja * GOV; KONDAYEN Kate * GOV
Subject: Re: FINAL VERSION

Great. I just circulated to the governor. Please hold any final comments until after the prep with her.

Sent from my iPhone

On Aug 25, 2018, at 10:28 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

This includes everyone's edits from this morning, including Nik's annotated edits to version 5.

From: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Date: Saturday, August 25, 2018 at 9:37 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Annotated edits

I like all the changes - and Nik's suggestion to move the every child paragraph to the top. I also had the reaction that the goal was way too narrow - where have we landed with that?

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 25, 2018, at 9:00 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Hi – Here are my annotated edits, Chris. Most are copy edits. In a few cases I was fixing copy or cutting wordy copy, sometimes to help you fit things a bit better.

Great job everyone.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown

503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:37 AM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

All recent edits applied. Including: fact check from Lindsay; various layout and font style fixes; change from "goal" to "executive summary."

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Saturday, August 25, 2018 at 8:24 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Final draft - please give green light for design

Chris -- See two small edits enclosed to accomplishments page. Lindsey

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 8:09 AM
To: PAIR Chris * GOV; BHATT Pooja * GOV; KORESKEI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Seeing it in layout, I think that's the right way to go, too.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 8:09 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

I don't disagree with the goal vs executive summary section. However, that change needs to apply to the other white papers currently in development.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Saturday, August 25, 2018 at 7:53 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Chris - I am going through this thoroughly right now. A couple immediate items:

1. Add the date August 27, 2018 to the cover page
2. I feel strongly that we should not have page 2 like it is. We should start with vision like you have it, then change the word "Goal" to "Executive Summary" and then follow with the paragraph that begins "Every child must have the opportunity to...". I don't see the one, single graduation goal as the goal of this whole agenda – it minimizes it too much. Under the executive summary is where you could also put your web copy.

I'm still going through it but wanted to share this. If people disagree we better get on a call to discuss.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown

503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 7:50 AM
To: Pooja Bhatt <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Great edits. Thanks for taking a thorough look. All edits are in the attached. Three notes: included citation 15; removed hyphenation, which resolves some visual issues; and the Governor's requested line is included, however we should discuss when we hop on the phone today to discuss distribution of the final.

Before we go public monday, I'll take another run at some of the aesthetic issues, but will not change any of the text.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Saturday, August 25, 2018 at 12:06 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Also, one other change that I understand the Governor requested through Nik (and was in the last Word version) needs to be added on p 4, second paragraph. The line should read: "While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind."

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On Fri, Aug 24, 2018 at 11:38 PM -0700, "BHATT Pooja * GOV"

<Pooja.BHATT@oregon.gov> wrote:

I have attached my comments. It looks more overwhelming than it is. Quick footnote fixes that got messed up somehow with the recent versions. I can review again to make sure that these corrections are in the right places.

From: PAIR Chris * GOV
Sent: Friday, August 24, 2018 9:21 PM
To: BHATT Pooja * GOV; BLOSSER Nik * GOV; KORESKI Debbie * GOV; CAPPS Lindsey D * GOV
Cc: KONDAYEN Kate * GOV
Subject: Re: Final draft - please give green light for design

Version with final alignment edits and a few other things I caught attached.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 24, 2018 at 8:00 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Final draft - please give green light for design

Here's the formatted version. Note that the alignment is off in spots and the accomplishments page is pretty dense. There may be a few other issues I haven't caught yet.

Please pass along any other thoughts and I'll refine later this evening based on feedback.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Friday, August 24, 2018 at 5:44 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: RE: Final draft - please give green light for design

Here are the final tweaks in response to stakeholder input and Nik's comments. Nik, we both had concerns about the "stringent" comment and are happy to talk through that by phone if it would be helpful.

Pooja

From: BLOSSER Nik * GOV

Sent: Friday, August 24, 2018 2:18 PM

To: KORESKI Debbie * GOV; BHATT Pooja * GOV; CAPPS Lindsey D * GOV; PAIR Chris * GOV

Subject: Final draft - please give green light for design

Hi – Please see the attached as the final complete draft ready for layout by Chris.

Lindsey, Pooja and Debbie: please respond with any final comments or a greenlight to Chris to proceed. Our goal is that he will do the layout today and send a final draft in layout to us and the Governor by tonight or tomorrow morning.

Lindsey/Pooja:

- There's one comment for you regarding comparing the grad rates. The phrase I highlighted was in my last draft but dropped from your most recent one. I put it back in.
- Three highlighted footnotes need to be made complete.

Call with any questions.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

<Education Agenda 3 Nik annotations.pdf>

<Education Agenda 5.pdf>

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#); [FISHER Nikki * GOV](#); [KING Natalie * GOV](#); [LINEBAUGH Kourtney * GOV](#)
Subject: FW: [Test] NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools
Date: Saturday, August 25, 2018 9:26:17 PM

Draft release for the education rollout below. Think it needs more fleshing out? I'm kind of in a less is more mood right now.

Also, let me know what y'all think of the new masthead. It matches the branding in the white paper format.

From: Governor Kate Brown Press Office
<governors.press=das.state.or.us@mail197.atl121.mcsv.net> on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>
Reply-To: "us2-001ed7abb8-f3a9bd48ff@inbound.mailchimp.com" <us2-001ed7abb8-f3a9bd48ff@inbound.mailchimp.com>
Date: Saturday, August 25, 2018 at 9:23 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: [Test] NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

Subhead

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her strategy for creating a seamless system of education, from cradle to career [INSERT LINK].

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when we make sure that our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool to higher education; and

ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full, 180 day school year; and increased investments in career technical education and post secondary pathways."

Governor Brown's agenda [INSERT LINK AGAIN] for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child." Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

###

www.governor.oregon.gov

[Previous Press Releases](#)

[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

This email was sent to chris.pair@OREGON.GOV

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Oregon Office of the Governor • 254 State Capitol • 900 Court Street NE • Salem, Oregon 97301 • USA

From: [LESLIE Berri * GOV](#)
To: [KORESKE Debbie * GOV](#); [BLOSSER Nik * GOV](#)
Cc: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: RE: ELD E-Board Request
Date: Sunday, August 26, 2018 8:02:42 AM

Good point Debbie. When looking at the full picture spending money on more staff and providers actually makes sense but this letter may not tell that complete story. For example, we currently have a 1:138 ratio of regulatory staff at ELD when the best practice is 1:50 and the national average is something like 1:100. We were at 1:150 before the last investment. If we think about it not as more staff but as more feet on the ground monitoring child care facilities I wonder if it seems more compelling?

And, related to child care providers.....I wonder if we explained in the letter that every Oregon county is a child care desert and that parents can't go to work if they can't find childcare or may choose to leave their children in unsafe situations to put food on the table if it would feel more compelling? We have several steps to improve the business model of being a child care provider in Oregon and one of those steps is to improve compensation.

My point with these details is not to debate the merit of the ideas but rather to ask whether we feel like more detail like this would be appropriate in this letter or if those kinds of specifics could be shared in testimony? Also, the deadline for the letter is noon on Monday so we'll need to let ELD know if we want them to ask for an extension. My preference would be to leave the letter as-is and use other communication vehicles to draw out these points but we can all discuss Monday. We just need to be mindful of the deadline or the need to ask for an extension.

From: KORESKE Debbie * GOV
Sent: Saturday, August 25, 2018 10:05 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Re: ELD E-Board Request

All:

My initial take on the letter is that it is not clear enough about how the dollars are improving access for families. It seems as though (and I hope it isn't the case) that the bulk of the funds are going to build up agency staff or increase rates for existing providers. Let's discuss Monday.

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 25, 2018, at 9:18 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Berri – Welcome back. Last week we realized we had fundamental questions around the costs for high-quality preschool slots. I note this to you now because Miriam's letter refers to \$3.5M request for a pilot. We should talk about this next week after we are able to collect more detail on this.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Berri Leslie <Berri.Leslie@oregon.gov>
Date: Saturday, August 25, 2018 at 8:15 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Cc: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: ELD E-Board Request

Chris and Mary – this is the e-board submission that outlines what the Governor will be testifying about with Miriam, Colt and Fariborz during September leg days. We're meeting Monday to outline the next 4 weeks of prep but thought you should see this letter since it provides a valuable outline of what the content of her remarks should reflect.

From: CRAGER Rick - ODE [<mailto:rick.crager@state.or.us>]
Sent: Friday, August 24, 2018 4:31 PM
To: TATE Ben - ELD <ben.tate@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>; NASS Kate * DAS <Kate.NASS@state.or.us>; CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; PEARSON Lisa * DAS <Lisa.PEARSON@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@state.or.us>
Cc: GILL Colt - ODE <colt.gill@state.or.us>
Subject: ELD E-Board Request

For our discussion at the Monday morning meeting scheduled at 9:00. Attached is the final draft of the ELD Emergency Board request that is due at noon on Monday. DHS

has reviewed and has signed off on the final draft. Let me know if you have any questions.

Rick

<image001.jpg>

Oregon achieves

. . . together!

[Rick Crager](#)

Assistant Superintendent of Finance and Administration

Office of Finance and Administration

Ph: 503-947-5658 | Cell: 503-480-5531

rick.crager@state.or.us | www.oregon.gov/ode

From: [LESLIE Berri * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Subject: FW: ELD E-Board Request
Date: Sunday, August 26, 2018 8:05:14 AM

I will explain tomorrow that the letter is actually talking about child care slots.

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 9:19 AM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Re: ELD E-Board Request

Berri – Welcome back. Last week we realized we had fundamental questions around the costs for high-quality preschool slots. I note this to you now because Miriam’s letter refers to \$3.5M request for a pilot. We should talk about this next week after we are able to collect more detail on this.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Berri Leslie <Berri.Leslie@oregon.gov>
Date: Saturday, August 25, 2018 at 8:15 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Cc: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: ELD E-Board Request

Chris and Mary – this is the e-board submission that outlines what the Governor will be testifying about with Miriam, Colt and Fariborz during September leg days. We’re meeting Monday to outline the next 4 weeks of prep but thought you should see this letter since it provides a valuable outline of what the content of her remarks should reflect.

From: CRAGER Rick - ODE [<mailto:rick.crager@state.or.us>]
Sent: Friday, August 24, 2018 4:31 PM
To: TATE Ben - ELD <ben.tate@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>; NASS Kate * DAS <Kate.NASS@state.or.us>; CAPPS

Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; PEARSON Lisa * DAS
<Lisa.PEARSON@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; BHATT
Pooja * GOV <Pooja.BHATT@state.or.us>
Cc: GILL Colt - ODE <colt.gill@state.or.us>
Subject: ELD E-Board Request

For our discussion at the Monday morning meeting scheduled at 9:00. Attached is the final draft of the ELD Emergency Board request that is due at noon on Monday. DHS has reviewed and has signed off on the final draft. Let me know if you have any questions.

Rick



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Rick Crager

Assistant Superintendent of Finance and Administration
Office of Finance and Administration
Ph: 503-947-5658 | Cell: 503-480-5531
rick.crager@state.or.us | www.oregon.gov/ode

From: [LESLIE Berri * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: Education Agenda in layout
Date: Sunday, August 26, 2018 8:05:39 AM
Attachments: [Education Agenda 5.pdf](#)
[ATT00001.txt](#)

WOW!!

-----Original Message-----

From: BLOSSER Nik * GOV
Sent: Saturday, August 25, 2018 10:40 AM
To: BROWN Katherine * GOV <katherine.brown@oregon.gov>
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>; nblosser2011@gmail.com
Subject: Education Agenda in layout

Governor - here is your education agenda in layout. Chris, great job on this.

- Nik

Every Oregon Student Engaged, Empowered and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor,

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless of system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through 3rd grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90% could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers.”

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status is closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.³” We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math their peers.⁴

3. Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.



poor.⁵ The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1>.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Engage & Equip Students for Career and College*
- *Develop and Empower Educators*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical appointments hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the Quality Education Model, a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the State is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. Quality Education Model Report, 2018



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety-percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well-exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between \$4 and \$9 for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association. (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to 3rd grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap-around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.

12. Oregon Class Size Report, 2018, https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

14. Practices to Improve the Achievement of Students in Poverty, 2017

15. Chief Education Office.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress.”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38% of Oregon students were from ethnically diverse populations, compared to just 10% of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, that students do better in school with higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office.
(2018) Oregon Educator Equity
Report. Retrieved from [http://
education.oregon.gov/wp-content/
uploads/2018/06/CEdO_Educator-
Equity-Executive-Summary_2018-
WEB.pdf](http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf).



Thoughts from Governor Brown

“High school students who take Career Technical Education courses in the final two years of high school are more likely to graduate.”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse, known for its rigorous methodology, found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results. Sustained, targeted investments in proven programs will be required. Over the past three years the Governor has championed the following programs based on best practices from

Graduation rate disparities between students groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Kate Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed ballot measure 98 in 2016. In 2017 the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



\$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became only the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategies:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3.

Reduce averages to 20 in kindergarten, 23 in first grade, and 23 in grades two to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education & post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90% of students will graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child". Woven throughout all of these efforts must be a continued focus on the students who face the most barriers to service: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to be prosperous. The State will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 Quality Education Model (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for 2nd grade and 25 for 3rd grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that fall the furthest short of this currently.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome by the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development and academic progress of the effected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for All Students that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming learning environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap-around services – including services co-located in schools - to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity alone. These options should be available to all students, but especially those who have faced an achievement and opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to a) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students - and b) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students; research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensuring that systems are in place for credits to transfer seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to be able to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve.

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally responsive public educators in every classroom. The Council is a new, innovative partnership among the State, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students in high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journey to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Governor Brown's vision for ensuring that every Oregon student graduates high school includes ensuring strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the State and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we're investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the achievement gap.



Sent from my iPhone

From: [PAIR Chris * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [KONDAYEN Kate * GOV](#); [BLOSSER Nik * GOV](#); [KORESKE Debbie * GOV](#); [BHATT Pooja * GOV](#)
Subject: Education Agenda #7
Date: Sunday, August 26, 2018 8:57:03 AM
Attachments: [Education Agenda 7.pdf](#)

Hi All,

Latest version attached. Had just a few additional copy edits since yesterday and some formatting tweaks. The most notable is the title, formatted to match upcoming white papers. Let me know if there are any concerns.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Education Policy Agenda:

Every Oregon Student Engaged,
Empowered and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



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Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



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3. “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

4. Ibid.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Engage and Equip Students for Career and College*
- *Develop and Empower Educators*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty-CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.

18. Ibid.



“ High school students who take career technical education courses in the final two years of high school are more likely to graduate ”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between student groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed Ballot Measure 98 in 2016. In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategy:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in grades one to three

Require a 180-day school year

THREE: Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

Invest in Career and Technical Education and

FIVE: post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

Support world-class teachers and school leaders who reflect

SIX: the communities they serve

Make Oregon home to the best teachers in the nation

Every Oregon school district is accountable to investing

SEVEN: resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child."¹ Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the achievement gap.



From: [PAIR Chris * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [KONDAYEN Kate * GOV](#); [BLOSSER Nik * GOV](#); [KORESKE Debbie * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: Education Agenda #8
Date: Sunday, August 26, 2018 9:55:06 AM
Attachments: [Education Agenda 8.pdf](#)

Apologies for the spam. Fixes to alignment and compression issues.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Sunday, August 26, 2018 at 8:57 AM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Education Agenda #7

Hi All,

Latest version attached. Had just a few additional copy edits since yesterday and some formatting tweaks. The most notable is the title, formatted to match upcoming white papers. Let me know if there are any concerns.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Education Policy Agenda:

Every Oregon Student Engaged,
Empowered and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

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To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty-CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office.
(2018) Oregon Educator Equity
Report. Retrieved from [http://
education.oregon.gov/wp-content/
uploads/2018/06/CEdO_Educator-
Equity-Executive-Summary_2018-
WEB.pdf](http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf).

18. Ibid.



“ High school students who take career technical education courses in the final two years of high school are more likely to graduate ”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between student groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed Ballot Measure 98 in 2016. In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategy:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in grades one to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education and post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child."¹ Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the achievement gap.



From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Education Agenda #8
Date: Sunday, August 26, 2018 10:48:55 AM

My only thing is the names on the cover. I think I prefer having the governor on the cover and then staff at the end or on a back page. It doesn't seem quite right now. Thinking about future agendas too.

Sent from my iPhone

On Aug 26, 2018, at 9:55 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

Apologies for the spam. Fixes to alignment and compression issues.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Sunday, August 26, 2018 at 8:57 AM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Education Agenda #7

Hi All,
Latest version attached. Had just a few additional copy edits since yesterday and some formatting tweaks. The most notable is the title, formatted to match upcoming white papers. Let me know if there are any concerns.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Education Agenda 8.pdf>

From: suemiller500@gmail.com
To: [LESLIE Berri * GOV](#)
Cc: [MICKELSON Sara - ELD](#); [CALDERON Miriam - ELD](#)
Subject: White paper suggested edits
Date: Sunday, August 26, 2018 11:15:22 AM
Attachments: [White Paper - 5 Year plan for Oregons Vulnerable Families ELD Comments.docx](#)

Hi Berri,

Welcome back from Alaska! I hope that your family vacation was fun and provided a real break from your office!

I'm attaching the suggested edits to the White Paper that Sara sent to Pooja since you were not included in the original email – I'm sure because you were on vacation. I sent Pooja an email last week expressing my concern that in the original draft, there was no mention of the ELC or our strategic planning work of the last 11 months. I think we need the ELC and the role of the ELD/Early Learning System director to be recognized in the white paper. The Council has heard from dozens of stakeholders during our meetings and listening sessions so there already has been significant public input into creating an Early Learning Plan as the Governor requested. We want to ensure that those stakeholders know their input has helped shape the Governor's thinking.

Sara is putting together the agenda for tomorrow's Work Group meeting. We thought we'd focus on the input we heard at the stakeholder meeting in your office on the 15th and other related conversations since the last WG meeting. We'll include a few suggested changes to the last draft of the Work Group Quality Preschool Policy to include in the overall report to the Governor. As you know, one of the most frequent comments we've heard about Preschool is concern about "community readiness/capacity" to provide preschool programs – facilities and staffing. This issue should probably be identified more specifically in the Policy document. Do you agree?

I look forward to seeing you tomorrow as we wrap up our Work Group. Please let me know if you would like to see a different focus for tomorrow's meeting. Thanks lots, Sue

From: MICKELSON Sara - ELD <sara.mickelson@state.or.us>
Sent: Friday, August 24, 2018 12:37 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>
Cc: suemiller500@gmail.com
Subject: RE: Kids and Families Project Outline 8/15 - 9/4

Hi Pooja –

Happy Friday and thanks for the opportunity to offer our feedback on this.

David, Miriam, and I have added our feedback here, some of it is in edits, but much of it is comments for your direct and/or the Governor's team's consideration. We have also noted where it would be important to acknowledge the connection to the ELC strategic plan and the extensive feedback that we collected from stakeholders through that process. We definitely need to acknowledge that these policy solutions are also derived from expertise on the ground, in communities, from families.

Please let us know what else you need from us.

Best,

Sara

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Sent: Monday, August 20, 2018 8:57 AM

To: CALDERON Miriam - ELD <miriam.calderon@state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>; MICKELSON Sara - ELD <sara.mickelson@state.or.us>

Subject: FW: Kids and Families Project Outline 8/15 - 9/4

Hi Miriam, David and Sara,

I am going to start reaching out to key partners for feedback on the White Paper that comes out of the Children's Cabinet work. I'd love your feedback as well both on the paper itself and on the list of who the key stakeholders are. I know that Miriam mentioned a greater tie in with the ELC's strategic plan would be good, and since I'm new, your perspective on where that makes sense would be appreciated. Here is my draft list of outreach- please let me know if I'm missing an organization or if you think we should discuss before reaching out to some. **If you could get back to me by tomorrow end of day on any changes to the outreach list, that would be great.** Please send me your edits to the paper as soon as you can, but no later than 8/24 (this Friday). I will be building a list of items to amend for the meeting that Berri references on 8/27. Please let me know if you have questions. Thank you very much!

Children's Institute
COSA
Oregon Head Start Association
AFSCME
Children's First for Oregon
Latino Network
Oregon Association of ESDs
Sue Miller, ELC Chair

Pooja

cell 503-428-3050

From: LESLIE Berri * GOV

Sent: Wednesday, August 15, 2018 7:23 PM

To: MOLLER Mary * GOV; LABAR James * GOV; BHATT Pooja * GOV; RHOADES Jeffrey * GOV; EDLUND Tina * GOV

Cc: LESLIE Berri * GOV; ZEJDLIK Gina * GOV; PAIR Chris * GOV

Subject: Kids and Families Project Outline 8/15 - 9/4

Tina, James, Pooja, Jeff and Mary,

The deadline for the kids and families white paper is August 31st and the BIG cabinet meeting with the Governor is September 4th. That means the paper and all stakeholder outreach needs to be completed by August 29th. The paper is nearly done—see attached DRAFT. We've also done a tremendous amount of outreach already especially in the housing and education areas but out of an abundance of caution I think it makes sense for each of you to send the attached white paper draft to key stakeholders. Even if they've been contributors on part of this I think it will help for them to weigh in on the package. Here is a sample of the message you could sent out with the draft white paper:

"The Governor's Children's Cabinet has been engaged in the development of a five year plan to address the root causes of poverty for children and families. Attached is an overview of that plan.

I'd be interested in your feedback particularly in the _____ areas but I'd welcome feedback in any of the areas. This won't be the only time we ask for your feedback or the last conversation on this issue but I'd value your feedback while we're in the policy development phase. An initial set of recommendations will be submitted to the Governor on September 4th. If you have any comments or questions about this plan or want to talk with me further, please contact me....."

I'm copying the other policy leads (David and Sara) for the work groups so they know what you are up to and since they'll be key to finalizing the work for September 4th. I'm also going to set up a check-in meeting for all of us when I return from vacation on 8/27 so you can share the list of contacts you made and any feedback you received.

Mary – I'm hoping you can work with the policy advisors to determine key legislators who will be interested in this work including leadership offices so you can do that outreach.

Dates	Deliverables	Point Person
August 15 – August 27	Housing outreach Education outreach Healthy families outreach Legislative outreach Addiction & Recovery Business outreach	James Pooja Tina Mary Jeff Berri
Meeting on August 27 th	List of contacts made from each point person	Same as above
August 31 st	White paper and outreach plan completed	Berri
September 4 th	Prioritization matrix and policy overviews for cabinet	Berri

Thank you in advance for your efforts and let me know if you have questions.

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:

Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

Addressing Root Causes: A 5-Year Plan for Oregon's Vulnerable Kids

Commented [MS-E1]: "5-year plan" may create confusion between multiple plans for key stakeholders. We suggest include early childhood in the title. Vulnerable also has a connotation that we've found advocates for low-income families, children of color, and families themselves bristle at terms like vulnerable and at-risk

Vision and goal

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

Breaking the cycle of poverty is our greatest hope to accomplishing that goal, and we will do it by focusing on the root causes of poverty. Education, affordable housing, quality child care and health supports like parenting education, home visiting and behavioral health treatment are the foundations for stable and attached families. By providing our young families with these building blocks, we can keep them from falling into the cycle of poverty or lend them a hand as they work hard to climb out.

Commented [MS-E2]: Since this plan is a B-5 plan, may want to focus on B-5 in the paragraph above and building the case for why intervening early is critical to addressing root causes and has downstream effects (i.e., sensitive period in brain development).

This is Governor Brown's five-year plan for helping families reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

Background

In the United States today, poverty is inextricably linked with geography and race. Despite the hard work and best intentions of many people to help children and families and many costly interventions, those three factors are fortune tellers of a child's future. When we fail to change the trajectory of these children and families, we all pay. We pay in a failing foster care system, increased health care costs, higher crime, and homelessness.

Commented [MS-E3]: Predictors?

For example, there is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 percent and 50 percent of the prison population grew up in families in the bottom quintile of income distribution.¹ And in 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households. (Looney, 2018). Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon's total population.²

Commented [MS-E4]: Is this about the cost of not investing early? If so, can we make that link more clear?

Commented [MS-E5]: I'm not sure if the Governor has a preference for footnotes and end notes, but given the length of the footnotes, I thought end notes might work better

¹ Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

² Oregon Youth Authority Quick Facts. January 2018

Despite an improving economy, more and more Oregon children are experiencing poverty and homelessness. In 2017, Oregon had the second-highest rate of unsheltered homelessness among people in households with children in the U.S.³ The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members, sometimes in dangerous and unhealthy conditions. In some counties, more than 10 percent of students are experiencing a form of homelessness.⁴ Families with children under five are twice as likely to experience poverty – families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.⁵

These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon's African American population lives in poverty, compared with 11 percent of non-hispanic white Oregonians, according to the Oregon Business Council's Poverty Report. While 62 percent of all Oregonians are homeowners, just 30.5 percent of African-Americans and 42 percent of Hispanics and Native Americans own their homes.⁶

Across counties, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.⁷ Parts of rural Oregon also experience housing costs that can be 30 percent higher than other parts of Oregon.

The stress of high incidences of poverty, homelessness, and rising housing costs impact children – this impact is compounded by these families' lack of means many of these families cannot access to the quality preschool or child care, in order to that can help get their children off to a strong start. Oregon's state preschool programs (Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education) reach less than 30 percent of eligible children and families. And according to the 2017 Child Care Aware report, Oregon has the fourth least-affordable child care in the country. Consider these barriers to early care and education:

Commented [MS-E6]: This paragraph does not have what the impact on rural areas is, we recognize that it is below, but maybe either make it one paragraph or move this idea about rural below

Commented [MS-E7]: I think that this more of the point <https://www.theatlantic.com/education/archive/2016/07/why-does-america-invest-so-little-in-its-children/490790/> <https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>

Formatted: No bullets or numbering

³ Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources

⁵ The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

⁶ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁷ The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

- Children from families with the lowest incomes have the most limited child care choices, are least likely to be able to access high-quality child care, and are the least-likely to enroll in a preschool program.
- Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.⁸
- ~~Children from families with the lowest incomes have the most limited child care choices and are least likely to be able to access high-quality care.~~
- For a family making a median income and with just one infant in care, child care, housing and food costs are nearly 70 percent of the monthly household budget.
- Thirty-one percent of all renter household families with children under five and 84% of all families earning less than one-third of Area Median Income are spending more than half of their incomes on rent – considered severely housing cost-burdened. ~~For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that families have little or no cushion for basic necessities. As a result, families are just one minor financial emergency away from losing their homes.~~

Commented [MS-E8]: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4808386/>

Commented [MS-E9]: this isn't specific to ECE barrier.. maybe it fits better in intro, or add some idea about leaving very little money in their budget to pay for early childhood

Best practices

We already know that education, stable housing, access to health care and affordable and ~~safe~~ quality early childhood education ~~child care~~ are the building blocks for families to thrive. Evidence and data show us that when families have better access to these supports they are more likely to build opportunities for themselves and their children.

Early care and education: Children who participate in high-quality child care and preschool programs during their early years demonstrate lasting effects on ~~IQ~~ cognitive and social-emotional skills, ~~boosted~~ academic and economic achievement, and lower incidences of childhood obesity and chronic illness. (Childwatch) For example:

- Children living in higher-quality housing ~~have higher kindergarten readiness scores~~ are better prepared for kindergarten⁹.
- Young children who do not experience homelessness have a significantly lower risk of negative health outcomes and developmental delays.
- Children whose parents have access to effective parenting supports and education are more likely to be ready for success in school.
- ~~Research attributes up to 50 percent of the school readiness gap to differences in parenting~~¹⁰.
- ~~Parenting style accounts for 19 percent of the gap in mathematics, 21 percent of the gap in literacy, and 33 percent of the gap in language.~~

Commented [MS-E10]: I suggest staying away from IQ as an outcome measure, lots of connotations to racial/ethnic bias

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Commented [MS-E11]: <http://prevention.psu.edu/uploads/files/rwjf432769.pdf>

Commented [MS-E12]: I would advise to steer clear of anything that could be perceived as blame to families

⁸ Deana Grobe and Roberta Weber. 2014 Oregon Child Care Market Price Study (2014). <https://www.oregon.gov/DHS/ASSISTANCE/CHILD-CARE/Documents/2014-Market-Rate-Study.pdf> ~~None provided~~

⁹ <https://www.sciencedirect.com/science/article/pii/S0190740916301943> ~~None provided~~

¹⁰ Finders, J. K., Díaz, G., Geldhof, G. J., Sektnan, M., & Rennekamp, D. (2016). The impact of parenting education on parent and child behaviors: Moderators by income and ethnicity. *Children and youth services review*, 71, 199-209

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- Investment in high-quality early childhood education from birth to age five is estimated to have a 13 percent return on investment with the greatest gains seen from programs that begin early at or before birth.

Access to health care: Medicaid is among the most effective antipoverty programs for both adults and children. Medicaid reduced the national poverty measure by 3.8 percentage points, an effect that is even greater for people and families of color. This is comparable to the effect is nearly equal to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits— (Georgetown 2018). Medicaid is particularly important for people of color. It reduced the poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.

Commented [MS-E13]: Pooja – I changed for clarity, but also because this whole paragraph was word for word from a Georgetown report

A multi-disciplinary approach

Rebuilding the middle class and providing hope to Oregon families is why Governor Brown convened her Children’s Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet has also worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

Commented [MS-E14]: This may be a place to mention, this is why the Governor asked in Oct 2017 the Early Learning System Director and the Early Learning Council to create a 5-year strategic plan and convened her children’s cabinet of agency heads to lend expertise to this plan or something

Plan

We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to rebuild the middle class and instead create opportunities that build on themselves we need to make deeper investments in early care and education, health supports, and housing for families.

Commented [MS-E15]: This seems like the place to mention the ELC heard from a variety of stakeholders over the past year – a variety of early learning professionals, parents, communities of color and rural communities, EL hub leaders

I. INVEST IN HEALTHY FAMILIES:

- Continue providing quality, affordable health care to all Oregon children under 300 percent of the poverty line through Medicaid and the Children’s Health Insurance Program (CHIP).
- Increase access to evidence-based addiction and recovery services for families with young children.
- Implement the Healthy Connects universal home visiting program over the next three biennia to provide support to new parents and put them on a path to success early.
- Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships.
- Increase access to behavioral health services for children and families, particularly in rural Oregon.
- Increase investments in proven child abuse and neglect prevention programs, such as Relief Nurseries, Healthy Families Oregon, and Early Head Start/Head Start, to ensure families never enter the foster care system

II. INCREASE QUALITY, AFFORDABLE CHILD CARE:

- Increase funding to support children with developmental delays and disabilities who need increased access to adequate services through the Early Intervention program.
- Implement a “~~baby~~ Baby Promise” program to create access to high-quality infant and toddler child care ~~for parents who are working for low-income working families.~~
- Increase child care subsidies for low-income families so they can continue to work knowing their children are safe in care.
- ~~Increase funding to support children with disabilities who need increased access to adequate treatment.~~
- Support business and education development among Oregon’s child care provider community to increase the stability and growth of child care access, as well as access to quality care.

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Commented [MS-E16]: Is this increasing access? Amount of funds?

III. EXPAND QUALITY PRESCHOOL TO ALL VULNERABLE KIDS:

- Expand access and align policy between preschool programs across the state, especially to children living in low-income households, dual language learners, and children of color, and children in rural communities,
- Ensure that preschool programming is of sufficient quality to advance children’s learning and development through adequate state and local infrastructure, such as coaching for educators and robust quality assurance systems.
- Support the existing preschool workforce to attain degrees and increase their compensation, while maintaining and improve improving upon its cultural and linguistic diversity, and continue to improve compensation through the creation of degree pathways from the AA to BA level and the financial and wraparound support to get there.
- ~~that include financial support, as well as supports needed to work full time and complete a degree. In addition, we must ensure that instructional leaders within programs understand early childhood best practices and support teachers in implementation within the classroom.~~

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Commented [MS-E17]: Can we make the connection to families and young children clearer here?

IV. END CHILDREN’S HOMELESSNESS AND PREVENT HOMELESSNESS

- Invest in acquisition, preservation, and new construction of affordable homes for more than 4,000 Oregon families.
- Build an additional 200 permanent supportive housing units for chronically homeless individuals who are the hardest to house. This investment will leverage additional funds from the Oregon Health Authority to provide health care and other additional services
- Dedicated funds to address Oregon’s high rate of children and families who have survived domestic abuse who are experiencing high rates of unsheltered homelessness.
- Expand the Individual Development Account tax credit cap to double program graduates to 2,000 and expand access to legal services for low income families who face eviction.

V. HELP PARENTS GET A BETTER JOB TO SUPPORT THEIR FAMILIES

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

Implementation

On Sept. 4, the Governor's Children's Cabinet will be making their final recommendations about how to close the gaps in child care, housing, early learning and health care. These proposals will include evidence-based solutions, the cost to implement the solutions, metrics to evaluate effectiveness and an implementation timeline.

Commented [MS-E18]: Seems like a reference to the EL strategic plan is important here as well

Author

Name: Berri Leslie

Title: Deputy Chief of Staff

Email: berri.leslie@oregon.gov

Phone: 503-881-2427

Other contributors: Kate Kondayen, Shalee Hodgson

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [FISHER Nikki * GOV](#); [KING Natalie * GOV](#); [LINEBAUGH Kourtney * GOV](#)
Subject: Re: [Test] NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools
Date: Sunday, August 26, 2018 11:28:30 AM

Looking good! Thoughts on the below. Changed headline to education system but am now questioning it. I just feel like it's bigger than schools—it's family services, it's districts and communities... but could be belaboring language.

I like the masthead, but recommend some padding on the left side to make it more centered.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Saturday, August 25, 2018 at 9:26 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>, LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>
Subject: FW: [Test] NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Draft release for the education rollout below. Think it needs more fleshing out? I'm kind of in a less is more mood right now.

Also, let me know what y'all think of the new masthead. It matches the branding in the white paper format.

From: Governor Kate Brown Press Office
<governors.press=das.state.or.us@mail197.atl121.mcsv.net> on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>
Reply-To: "us2-001ed7abb8-f3a9bd48ff@inbound.mailchimp.com" <us2-001ed7abb8-f3a9bd48ff@inbound.mailchimp.com>
Date: Saturday, August 25, 2018 at 9:23 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: [Test] NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:

Governor Kate Brown Sets Goals for Oregon's Education System ~~Schools~~

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to the new academic year at Madison High School today, Governor Kate Brown announced her strategies for fulfilling her vision of creating a seamless system of education, from cradle to career [INSERT LINK].

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when we make sure that our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool to through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full, 180 day school year; and increased investments in career technical education and post-secondary pathways."

Is there a win to own here about how GKB has brought the budget to a point that we can afford to make these changes?

Governor Brown's agenda [INSERT LINK AGAIN] for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. A multi-pronged approach is essential to address the needs relating to the "whole child," as no single solution is going to change the future of Oregon's our students. ~~so a multi-pronged approach is essential to address the needs relating to the "whole child."~~ Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

###

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[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

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Oregon Office of the Governor · 254 State Capitol · 900 Court Street NE · Salem, Oregon 97301 · USA

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: Re: Education Agenda #8
Date: Sunday, August 26, 2018 12:24:30 PM

I kind of like having staff on the front cover. How about either: all names at the end and nothing on the cover; or leaving as is?

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Sunday, August 26, 2018 at 10:48 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Education Agenda #8

My only thing is the names on the cover. I think I prefer having the governor on the cover and then staff at the end or on a back page. It doesn't seem quite right now. Thinking about future agendas too.

Sent from my iPhone

On Aug 26, 2018, at 9:55 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

Apologies for the spam. Fixes to alignment and compression issues.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Sunday, August 26, 2018 at 8:57 AM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Education Agenda #7

Hi All,
Latest version attached. Had just a few additional copy edits since yesterday and some formatting tweaks. The most notable is the title, formatted to match upcoming white papers. Let me know if there are any concerns.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Education Agenda 8.pdf>

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: KEZI Special on in-demand jobs in Oregon that don't require a college degree
Date: Sunday, August 26, 2018 12:31:55 PM

Kate, this may not be new to you, but it just popped up today in my alerts.

This KEZI special on "Skilled to Work" from last Wednesday is nearly 30 minutes. I have not watched it all, but I think Governor Brown is mentioned and it may be useful to you.

I've asked Peter to review it on Monday and then we'll figure out if we want to tweet it out or do something else with it.

<http://www.kezi.com/content/news/491510891.html>



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DEPARTMENT OF
EDUCATION

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[Marc Siegel](#)

Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#); [FISHER Nikki * GOV](#); [LINEBAUGH Kourtney * GOV](#); [KING Natalie * GOV](#)
Subject: FW: [Test] NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools
Date: Sunday, August 26, 2018 1:28:58 PM

With kate's edits. Fixed the header and want to keep it to schools in title. It gets the point across.

From: Governor Kate Brown Press Office

<governors.press=das.state.or.us@mail136.suw14.mcdlv.net> on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>

Reply-To: "us2-001ed7abb8-9b7462744a@inbound.mailchimp.com" <us2-001ed7abb8-9b7462744a@inbound.mailchimp.com>

Date: Sunday, August 26, 2018 at 1:28 PM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: [Test] NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:

[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her strategy for creating a seamless system of education, from cradle to career [INSERT LINK].

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income

children; improved class sizes in kindergarten through third grade; implementing a full, 180 day school year; and increased investments in career technical education and post-secondary pathways."

Governor Brown's agenda [INSERT LINK AGAIN] for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students. A multi-pronged approach is essential to address the needs relating to the "whole child," as no single solution is going to change the future of Oregon's students. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

###

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From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Education Agenda #8
Date: Sunday, August 26, 2018 2:20:18 PM

Leave as is then.

Sent from my iPhone

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Date: Sunday, August 26, 2018 at 10:48 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
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Subject: Education Agenda #7

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Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Education Agenda 8.pdf>

From: [KONDAYEN Kate * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [PAIR Chris * GOV](#); [POLALES Jack * GOV](#)
Subject: Updated education white paper
Date: Sunday, August 26, 2018 3:36:34 PM
Attachments: [Education Agenda 8.pdf](#)

Hi Governor,

You'll see attached the latest copy of the education white paper.

Best,

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

Education Policy Agenda:

Every Oregon Student Engaged,
Empowered and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

3. “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

4. Ibid.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Engage and Equip Students for Career and College*
- *Develop and Empower Educators*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty-CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.

18. Ibid.



“ High school students who take career technical education courses in the final two years of high school are more likely to graduate ”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between student groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed Ballot Measure 98 in 2016. In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategy:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in grades one to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education and post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child."¹ Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the achievement gap.



From: [KONDAYEN Kate * GOV](#)
To: [POLALES Jack * GOV](#)
Cc: [PAIR Chris * GOV](#); [BOYLES Stormy * GOV](#)
Subject: Final docs for tomorrow
Date: Sunday, August 26, 2018 3:49:24 PM
Attachments: [Back to School Media Avail @ Madison 8.27.18-3.docx](#)
[Back to School @ Madison TPs 8.27.18-2.docx](#)

Jack, docs to print for tomorrow. The remarks to students can just be printed as is. The items for the avail need to be put on notecards. I labeled them by card (you can delete that line, it's just an indicator for you). Please give me a call to discuss any time if you run into issues.

Best,
Kate

CARD 1

[Greetings. Mention second visit to Madison.]

In my time as Governor, I've been around the state, listening to teachers, students, parents, superintendents, and community partners.

TRANSITION: These conversations have made clear to me what our education system needs.

CARD 2

[Give overarching mission and education goals, like the below.]

Oregon as a state can only reach its potential when we make sure that our kids reach theirs.

Education drives opportunity. For our kids to reach their potential, we need:

1. Improve HS grad rates, making sure students graduate with a plan for their future and tools to compete in a global economy
2. Seamless system of education, serving our kids from cradle to career
3. Strong teachers that have access to professional development, coaching and mentoring. An educator workforce and teacher pipeline more reflective of the growing and changing face of Oregon.

TRANSITION: There are many ways to tackle this and many solutions to bring forward.

CARD 3

[Frame up new strategies.]

We need to bring every tool in the toolbox—some system-wide, some targeted.

If we can target key points in the educational spectrum: preschool and early learning, and high school, we can significantly alter the trajectory of thousands of children and their families.

TRANSITION: I want to share some specific examples.

CARD 4

[Outline your vision by listing new strategies.]

- Kids that are socially and emotionally kindergarten-ready to do better throughout their entire academic careers. We can provide that opportunity by **increasing access to preschool for our highest-need and low-income families.**
- **Improve class sizes in grades K-3** to allow each child more time with their teachers.
- In high schools, we're already seeing significant gains in graduation rates for students who concentrate in or just experience hands-on learning like **Career and Technical Ed and STEAM programs. When we can give even more students access to these programs, we jump start their journeys outside the classroom,** creating clearer pathways to their careers and making them more Future Ready.

TRANSITION: We're on our way.

[Close with accomplishments and open for questions.]

In my three years as Governor, we've made significant progress:

2015: \$30M education package

2017: Quadrupled to \$170M in funding

2019: Want to raise that to \$300M

TRANSITION/CLOSE: There is a lot more detail, and my full strategy is being released now. I'm happy to take questions.

STRATEGIES (FOCUS FOR AVAIL)

Preschool

We will make more kids ready to learn throughout their academic careers if we can increase access to preschool for our highest-need and low-income families.

K-3 Class Sizes

Early childhood education sets the stage for later learning experiences. We can give more all students a sturdier foundation by keeping our K-3 class sizes smaller, allowing every kid more time with their teachers.

CTE funding

We've made progress over the past few years, but I want every high school student in Oregon to have access to hands-on learning. We will ensure that students are Future Ready through investing at least \$300 million in High School Success (Measure 98) and CTE.

180 day school year

Our kids need more time in the classroom to grow to their full potential. We have to invest in our kids, and that means investing in their education. They need more time with their teachers and access to hands-on learning, and that happens in the classroom.

Potential Q&A

Funding: These programs will require money, where will it all come from?

We know that process delivers a product. We already have a process in place to identify both needs and funding source. It's a consensus approach. I applaud the work of the Student Success Committee and its leadership, and look forward to seeing their specific proposals.

Stakeholder support: Do you have widespread support for this plan? *Be prepared to answer about specific individuals or groups.*

Our work and NAME's work is intricately linked, and we are in alignment in overarching goals.

This is the first time we've heard you come out on the topic of a longer school year. Why a change of heart?

The budget is in good enough shape that we can make some big changes.

Why not just required instructional hours, which we currently have, instead of more school days?

We have to invest in our kids, and that means investing in their education. They need more time with their teachers and access to hands-on learning, and that happens in the classroom.

Why not decrease class sizes for all kids, not just K-3?

The most important benchmarks of whether a student will graduate is their ability to read in third grade. Targeted investments and reducing class sizes should substantially increase the number of kids hitting that benchmark, meaning that ten years down the road, we have substantially more kids graduating from high school.

PERS:

Balancing the budget on the backs of our teachers and cutting their retirement is the wrong approach. They work very hard every day in jobs that many of us wouldn't do. We have to invest in our classrooms, and that includes our teachers.

On specific teacher scandals or investigations:

Punt question to Colt or Lindsey.

On teacher-related questions:

Strong teachers are the foundation of our educational system. We have to make sure they have access to coaching and mentoring, and the professional development suited to their needs. We also need an educator workforce and teacher pipeline more reflective of the growing and changing face of Oregon.

[Greeting, introduce yourself, express excitement at first day of school]

To me, it signals the opportunities each one of you has. Opportunities to connect: to your classmates, connect with the world, and to connect the classroom to your potential careers.

As many of you know, Oregon is really challenged by some of the lowest high school graduation rates in the country. *[Share 1 in 4 statistic.]*

We want to change that and with your help, we can.

30 years ago, that wasn't a big deal. There were plenty of jobs in fishing, farming, and forestry. Unfortunately, those jobs are now few and far between.

That's why it's so important that you graduate with a plan for your future and the tools to compete in a global economy.

There are 342 of you today. How many of you know what you want to do after school? *[Invite audience call and response]*

The route to all 342 dreams begins here. Today. In your classrooms.

We want to make sure that all of you graduate, and we're working on additional tools to help you do that. Like:

- **Great teachers, and more time with them *[anecdote about teachers at Madison]***
- **I suspect you won't be a fan of this, but your parents will: more school days. We need Oregon to be in line with the national norms of 180 days in the school year.**

- **Access to hands-on learning like career and technical ed (CTE)**
[reflect on visiting Madison two years ago]

During my time as governor:

- **Invested \$30M first year**
- **Quadrupled that in the last legislative session, bringing our total to \$170M**
- **Total \$300M in our career and technical ed classrooms**

My goal is that every high school—not just Madison—has access to programs like computer science, health sciences, engineering.

CTE/STEAM programming so that you feel engaged by your classes, and have the tools you need to reach your full potential long after you graduate from high school. It certainly improves our graduation rates.

Because I believe that every student in Oregon—like you—can succeed.

And I believe that Oregon needs to provide what you need to thrive.

Can I get your commitment to helping us get closer to our goals? Can I get your commitment to graduate in 2022?

[Initiate audience call and response, do again if they're not fired up.]

With your commitment, and Oregon's, we can make sure every one of you can reach your potential, and your dreams.

[Close with thanks.]

From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: Comms call tomorrow AM
Date: Sunday, August 26, 2018 4:03:39 PM

Hi Nikki,

Can you please run comms call tomorrow again? I'll be staffing GKB.

Thanks!

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: [BLOSSER Nik * GOV](#)
To: ssoden@pps.net
Cc: [CAPPS Lindsey D * GOV](#)
Subject: education agenda
Date: Sunday, August 26, 2018 4:12:52 PM
Attachments: [Education Agenda GovBrown Aug2018.pdf](#)

Hi, Stephanie – Thank you for your call. We are excited for the first day of school tomorrow, and for the Governor's visit to Madison tomorrow morning.

Attached is the Governor's Education Agenda paper that will be released tomorrow morning. I've cced Lindsey Capps, the state's Chief Education Officer, who worked with COSA on this in the past week or so.

Please feel free to pass along to Superintendent Guerrero. If he would like to call me directly later today, my state cell phone is 503-559-6384.

Thanks, and good luck tomorrow. We have a new freshman starting at Cleveland!

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Education Policy Agenda:

Every Oregon Student Engaged,
Empowered and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an achievement gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

3. “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

4. Ibid.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation achievement gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Engage and Equip Students for Career and College*
- *Develop and Empower Educators*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty-CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is also contemplating approaches for bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office.
(2018) Oregon Educator Equity
Report. Retrieved from [http://
education.oregon.gov/wp-content/
uploads/2018/06/CEdO_Educator-
Equity-Executive-Summary_2018-
WEB.pdf](http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf).

18. Ibid.



“ High school students who take career technical education courses in the final two years of high school are more likely to graduate ”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between student groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed Ballot Measure 98 in 2016. In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategy:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in grades one to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education and post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child."¹ Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity and achievement. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the achievement gap.



From: [BLOSSER Nik * GOV](#)
To: [ARAMBUL Cynthia * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: FW: FLAG
Date: Sunday, August 26, 2018 4:18:56 PM

Hi, Cynthia – Since the Governor did make the decision to lower the flags for Sen. McCain, can you please have constituent services respond to Nan Nelson directly?

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Rep Parrish <Rep.JulieParrish@state.or.us>
Date: Sunday, August 26, 2018 at 12:15 PM
To: Nan Nelson <nanharp@yahoo.com>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Re: FLAG

Nan,

Thanks for the email. I'm in agreement, and I've cc'd Nik Blosser, the Governor's Chief of Staff so he is aware of your request. Senator McCain's passing is a loss to the entire nation, no matter that he wasn't a senator from Oregon.

Best to you!

Julie

From: Nan Nelson <nanharp@yahoo.com>
Sent: Sunday, August 26, 2018 12:12:56 PM
To: Rep Parrish
Subject: FLAG

I live at Mary's Woods. I think that the flags should be at half-mast for John McCain.

Please ask our Governor to lower the flags in Oregon.

The flag has been lowered at the White House.

Nan Nelson

From: [BLOSSER Nik * GOV](#)
To: [KORESKEI Debbie * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: Re: Health care and housing white paper
Date: Sunday, August 26, 2018 4:21:43 PM

Debbie did you send?

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Date: Saturday, August 25, 2018 at 7:49 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Health care and housing white paper

Just saw this and I am out. Will send shortly.

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 25, 2018, at 10:44 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Debbie you can send healthcare. Housing is being overhauled, Chris. I think it will save you time to wait on that one.

Sent from my iPhone

On Aug 25, 2018, at 10:42 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

Could one of you pass along the latest version of the health care and

housing white papers? I'd like to start formatting this weekend and will add any additional edits when they're ready.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | **M:** 503.559.5938

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Subject: Draft social for 8/27 education push
Date: Sunday, August 26, 2018 4:23:04 PM

Chris, very very drafty tweets below, feel free to rewrite.

Nikki, Natalie, FYI.

The new school year always feels full of potential for our kids—to connect with classmates, lessons, and their futures. Education drives opportunity. Oregon as a state can only reach its potential when we make sure that our kids reach theirs.

My vision is of an Oregon where every student graduates from high school with a plan for their future, and the skills to make it a reality. To do that, we need to target investments in both early learning and high school.

To put Oregon on a path to graduating every student in high school, 90% of students need to graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

More high school students—every single one—need skills training via access to hands-on learning like career and technical education to compete in a global economy. I want to bring Oregon's investment in CTE to \$300M. <http://www.kezi.com/content/news/491510891.html>

When kids are set up for success in kindergarten, they do better throughout their academic journeys. We need to increase access to preschool for our highest-need and low-income families, and improve our K-3 class sizes.

We also need great teachers, more school days, and to feel safe in their schools. Read more here: [LINK].

From: [BLOSSER Nik * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: Draft plan email
Date: Sunday, August 26, 2018 4:23:16 PM

Hi – This is fine. I would call it “education agenda” and not plan. I also think it’s about more than “graduation outcomes” – I would replace that with the actual title.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Saturday, August 25, 2018 at 1:28 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Pooja Bhatt <Pooja.BHATT@oregon.gov>
Subject: Draft plan email

Here is a draft email to partners. This is a simple message, could include a listing of the plan elements or quick TPs in the body of the email. I look to Chris there. It would be a good courtesy to include copy Colt and Miriam on these emails if that makes sense to everyone. Pooja, I will copy you on my emails. Nik, let me know if you would like to be copied as well.

Dear _____,

Governor Brown wanted to share with you an advanced copy of her education plan to improve graduation outcomes. The enclosed policy paper is embargoed until 9:00 am tomorrow. As a courtesy to the Governor, we ask that that you do not share or forward this document to others prior to that time.

[I also wanted to thank you for your time this past week discussing this critical work.] We look forward to further conversation and collaboration with you as we continue down the path of working together to enact policy to put the Governor's plan into action.

Please feel free to contact me if you have any questions.

/s/

From: [BLOSSER Nik * GOV](#)
To: [KORESKEI Debbie * GOV](#)
Cc: [NAUGHTON George M * DAS](#); [NASS Kate * DAS](#); [MOLLER Mary * GOV](#); [OGAN Sadie L * GOV](#); [ANDREW Jennifer J * GOV](#); [ZEJDLIK Gina * GOV](#); [LESLIE Berri * GOV](#); [PAIR Chris * GOV](#); [COBA Katy * DAS](#); [CHEANG Sophorn * GOV](#); [ISAAC Misha * GOV](#)
Subject: Re: 8/28 Policy Team Draft Agenda/Prep
Date: Sunday, August 26, 2018 4:49:46 PM
Attachments: [Policy Agenda, GRB and 2019 Session - policy team 8.28.18.pptx](#)

+ Katy, Misha, Sophorn

All – here's my draft presentation for policy team on Tuesday. We need to discuss in exec team tomorrow.

In addition: Debbie/Sadie I want to make sure any handouts are reviewed by the CFO team and me prior to the Tuesday 1:00 mtg – please send to us tomorrow for review.

Thanks!

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Governor's Policy Agenda and GRB Preparation

Policy Team Meeting

August 28, 2018

Policy agenda – 4 groupings

Kids

1. Children's Agenda
2. Education
3. Housing
4. Health
5. Addiction & Recovery
6. Child Welfare and Foster Care
7. Future Ready Oregon (part)

Jobs and Economy

7. Future Ready Oregon (part)
8. Agriculture
9. Innovation and Trade
10. Broadband
11. Water
12. Fire
13. Climate
14. Resilience
15. Transportation

Policy agendas, cont.

Good Government

16. Procurement

17. Information Technology

18. Public employee comp./ PERS

19. Cost management in state
government

20. Public records/ transparency

Other

21. Firearms

22. Air, Water and Land Conservation

23. Senior Care

24. Veterans

25. Diversity, Equity and Inclusion

Policy agendas – some details:

- Common template (same as education)
 - Strong Title
 - Vision
 - Executive Summary
 - Background
 - Best Practices
 - Recent Accomplishments
 - Strategies
- Good documentation in footnotes
- Style guide: Good footnotes, no unnecessary capitalization, “percent” not “%”, “one” not “1” for numbers 1-10

Policy agendas – updated writing process

1. Debbie works with you on first complete draft – should be informed by stakeholder discussions
2. Reviewed by Nik and Debbie
3. Next version reviewed by Governor
4. Third draft circulated to key stakeholders
5. Fourth draft given to Chris to put into layout
6. Fifth and final draft given to Governor and broader team for final review.

Policy agenda release timeline

Event/Release Date	Agenda	Events
Aug 26; Sep 4	Education	First day of school at Madison HS, Portland; At Junction City
Aug 28	Housing	TBD
Sep 4	Children's Agenda – includes: <ul style="list-style-type: none">- Foster Care- Addiction & Recovery	Children's Cabinet mtg.
Sep 7	Healthcare	OHSU event
Week of Sep 10	Future Ready Oregon + All Jobs/Economy agendas	Future Ready Oregon Summits
Week of Sep 17	Good Government and all Other agendas	TBD

Preparing for the GRB and 2019 Session

- Shot glass (Debbie to fill in)
- LOC and POP cheat sheets (handout?)
- LC meetings (Mary)
- Agency Appeal Meetings (George)

Preparing for the GRB and 2019 Session

- September and October: Communicate agenda and start putting together the technical puzzle pieces
 - 9/14 – All Policy Agendas are ready to be public
 - 9/21 – Policy Advisors have submitted to Sadie LCs and POPs that are included in the Policy Agendas
 - 10/12 – Meetings with Legislative Coordinators complete
 - 10/26 – Agency Appeal Meetings Complete
- Have discussions with your ADs about Budget Reduction Strategies

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#); [KORESKE Debbie * GOV](#)
Subject: Re: Health care and housing white paper
Date: Sunday, August 26, 2018 6:01:01 PM

Got it last night. Thanks!

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 26, 2018, at 4:21 PM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Debbie did you send?

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Date: Saturday, August 25, 2018 at 7:49 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Health care and housing white paper

Just saw this and I am out. Will send shortly.

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 25, 2018, at 10:44 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Debbie you can send healthcare. Housing is being overhauled, Chris. I think it will save you time to wait on that one.

Sent from my iPhone

On Aug 25, 2018, at 10:42 AM, PAIR Chris * GOV

<Chris.PAIR@oregon.gov> wrote:

Could one of you pass along the latest version of the health care and housing white papers? I'd like to start formatting this weekend and will add any additional edits when they're ready.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [KONDAYEN Kate * GOV](#)
To: [HARTIGAN Endi](#)
Cc: [CAPPS Lindsey D * GOV](#)
Subject: Sunday night request for info?
Date: Sunday, August 26, 2018 6:19:42 PM
Importance: High

Hi Endi,

Lindsey is looking to verify/update some info on Oregon Promise this evening, and can't get ahold of Ben. Please let us know if you are around to help. Lindsey Capps will also be reaching out directly, as I gave him your cell number.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Fwd: Sunday night request for info?
Date: Sunday, August 26, 2018 6:51:14 PM

FYI

Sent from my iPhone

Begin forwarded message:

From: KONDAYEN Kate * GOV <kate.kondayen@oregon.gov>
Date: August 26, 2018 at 6:19:41 PM PDT
To: HARTIGAN Endi <Endi.Hartigan@state.or.us>
Cc: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Subject: Sunday night request for info?

Hi Endi,

Lindsey is looking to verify/update some info on Oregon Promise this evening, and can't get ahold of Ben. Please let us know if you are around to help. Lindsey Capps will also be reaching out directly, as I gave him your cell number.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [CAPPS Lindsey D * GOV](#)
To: [HARTIGAN Endi](#); [KONDAYEN Kate * GOV](#); [HARTIGAN Endi](#)
Subject: RE: Sunday night request for info?
Date: Sunday, August 26, 2018 7:26:48 PM

Hi Endi,

We have the following statement in a policy document that will go out for pre-release tonight, and officially tomorrow morning. There is a statement as follows that I had thought came from HECC and presumably counted both Cohort 1 and Cohort 2 for OrP. This number seems high. What is the correct number? Happy to connect by phone as well -- 503-931-6730.

Lindsey

“New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college.”

From: HARTIGAN Endi [Endi.Hartigan@state.or.us]
Sent: Sunday, August 26, 2018 7:19 PM
To: KONDAYEN Kate * GOV; HARTIGAN Endi
Cc: CAPPS Lindsey D * GOV
Subject: RE: Sunday night request for info?

Hi Kate, my cell phone was off—but yes I can try to help. What are the questions?
Best, Endi

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Sunday, August 26, 2018 6:20 PM
To: HARTIGAN Endi <Endi.Hartigan@state.or.us>
Cc: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Subject: Sunday night request for info?
Importance: High

Hi Endi,

Lindsey is looking to verify/update some info on Oregon Promise this evening, and can't get ahold of Ben. Please let us know if you are around to help. Lindsey Capps will also be reaching out directly, as I gave him your cell number.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: [CAPPS Lindsey D * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [BHATT Pooja * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: FW: Oregon Promise Data
Date: Sunday, August 26, 2018 8:29:32 PM

Chris, See revised statement below re: Oregon Promise on accomplishments page. HECC concurs. Thanks for your patience. And Kate, thank you for your helpful intervention to get a response.

When we get a revised draft from you, we'll start the advance copy distribution.

Lindsey

Existing statement:

"New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college."

Revised statement:

"New investments in the Oregon Promise are helping 15,000 recent high school graduates and GED recipients attend community college."

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green

503.373.1283

debbie.green@state.or.us

From: CANNON Ben [Ben.Cannon@state.or.us]

Sent: Sunday, August 26, 2018 8:25 PM

To: CAPPS Lindsey D * GOV; THOMAS Kyle

Cc: BHATT Pooja * GOV; HARTIGAN Endi

Subject: Re: Oregon Promise Data

Yep, I like the new statement. Thanks for the quick work, team!

Get [Outlook for iOS](#)

From: CAPPS Lindsey D * GOV <lindsey.d.capps@oregon.gov>

Sent: Sunday, August 26, 2018 8:21 PM

To: CANNON Ben; THOMAS Kyle

Cc: BHATT Pooja * GOV; HARTIGAN Endi

Subject: RE: Oregon Promise Data

Thank you, Kyle! Copying Pooja and Endi as well. Ben, based on clarification and recommendations from Endi and Kyle, can you confirm whether the revised statement works for you? Please feel free to suggest changes. We need these in the next 15 minutes. Lindsey

Existing statement:

“New investments in the Oregon Promise are helping an additional 20,000 recent high school graduates attend community college.”

Revised statement:

“New investments in the Oregon Promise are helping 15,000 recent high school graduates and GED recipients attend community college.”

From: THOMAS Kyle [Kyle.THOMAS@state.or.us]

Sent: Sunday, August 26, 2018 8:07 PM

To: CAPPS Lindsey D * GOV

Cc: CANNON Ben

Subject: FW: Oregon Promise Data

Hi Lindsey,

Per our conversation this evening, these numbers are difficult to interpret. Because students aren't actually in their seats for the fall semester yet, it is difficult to talk about these numbers prospectively.

We know the following for certain:

- In 16-17, 6899 students received the award.
- In 17-18, 9340 students received the award (This is 5594 new students and 3746 returning students from 16-17).

- In 18-19, a MAXIMUM (based on what we know so far) of 15,237 students MAY receive the award.

So if you add in all of the students that may receive an award next fall with all of the students that have not maintained the award (many of whom have completed but we don't know yet) we get 19871.

This number is likely high, because some of these students may not actually arrive at the start of the fall term.

Let me know if you have questions on this. But, my take would be to use a lower, round number until the fall enrollments are in. "Over 15,000...." for instance.

Call me if you wish.

Best,

Kyle

From: BAEZ-AREVALO Juan <Juan.Baez-Arevalo@state.or.us>

Sent: Wednesday, August 22, 2018 1:45 PM

To: THOMAS Kyle <kyle.thomas@state.or.us>; BAEZ-AREVALO Juan <juan.baez-arevalo@state.or.us>

Subject: Re: Oregon Promise Data

See notes on the awarded table. Many who submit a valid application fail to submit/complete a FAFSA, or have FAFSA/ORSAA verifications to clarify. What's most revealing is that many/majority of not awarded "never" list a CC on their FAFSA or ORSAA, but they go through the motions of applying for ORP. Our team reached out with reminders before the deadline.

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From: THOMAS Kyle <Kyle.THOMAS@state.or.us>

Sent: Wednesday, August 22, 2018 12:47:45 PM

To: BAEZ-AREVALO Juan

Subject: RE: Oregon Promise Data

Hi Juan,

What is the difference between valid applications and awarded students? In other words, who is the student that had a valid application and was not awarded? Let's clarify that.

Am I to read the % Comparison as "% students from cohort x that are authorized for the upcoming year?"

-Kyle

From: BAEZ-AREVALO Juan <Juan.Baez-Arevalo@state.or.us>

Sent: Wednesday, August 22, 2018 12:18 PM

To: THOMAS Kyle <Kyle.THOMAS@state.or.us>

Subject: Oregon Promise Data

Kyle,

This is what I will be sending Derek at Sen. Hass's office per their request for program data and information.

Derek,

Here is the quick data summary updates that you requested. On the question of graduates/completions and/or transition to a 4 year institution we will not have accurate measures to report until the schools conclude their reporting tasks and our team has had time to verify and analyze.

How many students applied for the Fall 2018-19 cohort?

Submitted Applications	Valid Applications (Met minimum GPA and graduated in correct timeframe)	Students Authorized for 18-19 Award (Submitted a FAFSA/ORSAA, listed a community college, etc.)
16,027	13,836	10,110

How many renewal/continuing students this year?

	# of Students Disbursed Funds in Fall 2017-18	# of Students Authorized for Award in Fall 2018-19	% Comparison (Authorized for Renewal in 18-19 / Disbursed in 17-18)
2016-17 Cohort	3,763	1,202	31.9%

2017-18 Cohort	5,406	3,925	72.6%
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- How many students have completed an associate degree? *We do not yet have this data at OSAC/HECC. We will confirming outcomes and trends later this fall as Colleges finalize their data reports to our agency.*
- How many students are enrolling this fall? *We won't have fall enrollment data until early December.*

Juan Baez-Arevalo
 Director of the Office of Student Access and Completion
 1500 Valley River Dr. Ste. 100
 Eugene, OR 97401

From: [PAIR Chris * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#); [KONDAYEN Kate * GOV](#)
Cc: [BLOSSER Nik * GOV](#); [KORESKEI Debbie * GOV](#)
Subject: Final Education White Paper
Date: Sunday, August 26, 2018 8:50:12 PM
Attachments: [Education Policy Agenda 8.27.18.pdf](#)

This includes the revised Oregon Promise number, conversion from “achievement” to “opportunity” gap (except where the Chief Ed Office’s study is quoted), and a couple more formatting edits.

This is good to distribute.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Education Policy Agenda:

Every Oregon Student Engaged, Empowered, and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an opportunity gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

3. “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

4. Ibid.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation opportunity gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Develop and Empower Educators*
- *Engage and Equip Students for Career and College*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty-CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.

18. Ibid.



“ High school students who take career technical education courses in the final two years of high school are more likely to graduate ”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between student groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed Ballot Measure 98 in 2016. In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping 15,000 recent high school graduates and GED recipients attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategy:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in grades one to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education and post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child."¹ Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the opportunity gap.



From: [CAPPS Lindsey D * GOV](#)
To: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#); [KONDAYEN Kate * GOV](#)
Cc: [BLOSSER Nik * GOV](#); [KORESKEI Debbie * GOV](#)
Subject: RE: Final Education White Paper
Date: Sunday, August 26, 2018 8:51:20 PM

Thanks, Chris!

From: PAIR Chris * GOV
Sent: Sunday, August 26, 2018 8:50 PM
To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV; KONDAYEN Kate * GOV
Cc: BLOSSER Nik * GOV; KORESKEI Debbie * GOV
Subject: Final Education White Paper

This includes the revised Oregon Promise number, conversion from “achievement” to “opportunity” gap (except where the Chief Ed Office’s study is quoted), and a couple more formatting edits.

This is good to distribute.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [PAIR Chris * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [BLOSSER Nik * GOV](#)
Subject: Final Education Policy Agenda
Date: Sunday, August 26, 2018 8:51:49 PM
Attachments: [Education Policy Agenda 8.27.18.pdf](#)

Governor,

Please find attached the Education Policy Agenda that will be distributed tomorrow. This includes a revised Oregon Promise number (15,000 students, not 20,000), conversion from “achievement” to “opportunity” gap (except where the Chief Ed Office’s study is quoted), and a couple more formatting edits.

Thanks!

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Education Policy Agenda:

Every Oregon Student Engaged,
Empowered, and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an opportunity gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

3. “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

4. Ibid.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation opportunity gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Develop and Empower Educators*
- *Engage and Equip Students for Career and College*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty-CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.

18. Ibid.



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Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

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20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



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To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child."¹ Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the opportunity gap.



From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Subject: Re: Draft social for 8/27 education push
Date: Sunday, August 26, 2018 8:57:48 PM

I'm totally good with these. Let's break out the class sizes and preschool tweets and include the specifics (20 in k, 23 1st-3rd grade; XXXX low income kids in preschool).

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Sunday, August 26, 2018 at 4:23 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Subject: Draft social for 8/27 education push

Chris, very very drafty tweets below, feel free to rewrite.

Nikki, Natalie, FYI.

The new school year always feels full of potential for our kids—to connect with classmates, lessons, and their futures. Education drives opportunity. Oregon as a state can only reach its potential when we make sure that our kids reach theirs.

My vision is of an Oregon where every student graduates from high school with a plan for their future, and the skills to make it a reality. To do that, we need to target investments in both early learning and high school.

To put Oregon on a path to graduating every student in high school, 90% of students need to graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

More high school students—every single one—need skills training via access to hands-on learning like career and technical education to compete in a global economy. I want to bring Oregon's investment in CTE to \$300M. <http://www.kezi.com/content/news/491510891.html>

When kids are set up for success in kindergarten, they do better throughout their academic journeys. We need to increase access to preschool for our highest-need and low-income families, and improve our K-3 class sizes.

We also need great teachers, more school days, and to feel safe in their schools. Read more here: [LINK].

From: [CAPPS Lindsey D * GOV](#)
To: [CALDERON Miriam - ELD](#); [CANNON Ben](#); [GILL Colt - ODE](#); [STOUDAMIRE Serena - ODE](#); [ROSILEZ Anthony * TSPC](#)
Cc: [BHATT Pooja * GOV](#); [ROSSELLI Hilda - CEEdO](#); [MORAWSKI Lisa - CEDO](#)
Subject: Education Cabinet | Governor's Education Policy Agenda: every Student Engaged, Empowered and Future Ready
Date: Sunday, August 26, 2018 9:01:15 PM
Attachments: [Education Policy Agenda 8.27.18.pdf](#)
Importance: High

Colleagues,

Enclosed in an advanced copy of Governor Brown's education policy agenda, *Every Oregon Student Engaged, Empowered and Future Ready*. The enclosed policy paper is embargoed until 9:00 am tomorrow. As a courtesy to the Governor, we ask that that you do not share or forward this document to others prior to that time.

We look forward to further conversation and collaboration through the Education Cabinet as we continue down the path of working together to enact policy and initiatives across all sectors of education to put the Governor's plan into action. Thanks to everyone and your respective teams for your engagement, thinking and input into this plan and policy paper.

Please feel free to contact me or Pooja if you have any questions.

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green
503.373.1283
debbie.green@state.or.us

Education Policy Agenda:

Every Oregon Student Engaged,
Empowered, and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an opportunity gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

3. “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

4. Ibid.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation opportunity gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Develop and Empower Educators*
- *Engage and Equip Students for Career and College*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty-CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.

18. Ibid.



“ High school students who take career technical education courses in the final two years of high school are more likely to graduate ”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between student groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed Ballot Measure 98 in 2016. In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping 15,000 recent high school graduates and GED recipients attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategy:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in grades one to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education and post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

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Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child."¹ Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



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FOUR: Ensure safe and effective schools

- a. School Climate: Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. Chronic Absenteeism and Drop-Out Prevention: Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.
- c. Facilities: As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the opportunity gap.



From: [CAPPS Lindsey D * GOV](#)
To: [John Larson \(john.larson@oregoned.org\)](#); [reed.scottschwalbach@oregoned.org](#); [jim.fotter@oregoned.org](#); [trent.lutz@oregoned.org](#)
Cc: [BLOSSER Nik * GOV](#); [BHATT Pooja * GOV](#)
Subject: Governor's Education Policy Agenda: Every Oregon Student Engaged, Empowered and Future Ready
Date: Sunday, August 26, 2018 9:23:04 PM
Attachments: [Education Policy Agenda 8.27.18.pdf](#)
Importance: High

Dear John, Reed, Jim and Trent --

Governor Brown wanted to share with you an advanced copy of her *Education Policy Agenda: Every Oregon Student Engaged, Empowered and Future Ready*. The enclosed policy paper is embargoed until 9:00 am tomorrow. As a courtesy to the Governor, we ask that that you do not share or forward this document to others prior to that time.

We look forward to further conversation and collaboration with you and Oregon educators as we continue down the path of working together to enact policy to put the Governor's agenda into action.

Please feel free to contact us if you have any questions. We look forward to our next meeting on September 6th.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

Education Policy Agenda:

Every Oregon Student Engaged, Empowered, and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an opportunity gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

3. “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

4. Ibid.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation opportunity gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Develop and Empower Educators*
- *Engage and Equip Students for Career and College*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty-CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.

18. Ibid.



“ High school students who take career technical education courses in the final two years of high school are more likely to graduate ”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between student groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

School advocates led by Stand for Children successfully passed Ballot Measure 98 in 2016. In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping 15,000 recent high school graduates and GED recipients attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategy:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in grades one to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education and post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child."¹ Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
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SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the opportunity gap.



From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: Re: Comms call tomorrow AM
Date: Sunday, August 26, 2018 9:49:55 PM

Thank you! Happy Monday.

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Date: Sunday, August 26, 2018 at 7:59 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Comms call tomorrow AM

Yes!

Sent from my iPhone

On Aug 26, 2018, at 4:03 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Hi Nikki,

Can you please run comms call tomorrow again? I'll be staffing GKB.

Thanks!

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Subject: Re: Draft social for 8/27 education push
Date: Sunday, August 26, 2018 9:52:37 PM

Great, thanks! I'll revise in the AM, and we also need to coordinate on timing of social and press release. I'm getting up very early to get this all sorted with the goal of having all social and the release ready by 7:00 at the outside.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Sunday, August 26, 2018 at 8:57 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Subject: Re: Draft social for 8/27 education push

I'm totally good with these. Let's break out the class sizes and preschool tweets and include the specifics (20 in k, 23 1st-3rd grade; XXXX low income kids in preschool).

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Sunday, August 26, 2018 at 4:23 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Subject: Draft social for 8/27 education push

Chris, very very drafty tweets below, feel free to rewrite.

Nikki, Natalie, FYI.

The new school year always feels full of potential for our kids—to connect with classmates, lessons, and their futures. Education drives opportunity. Oregon as a state can only reach its potential when we make sure that our kids reach theirs.

My vision is of an Oregon where every student graduates from high school with a plan for their future, and the skills to make it a reality. To do that, we need to target investments in both early learning and high school.

To put Oregon on a path to graduating every student in high school, 90% of students need to graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

More high school students—every single one—need skills training via access to hands-on learning like career and technical education to compete in a global economy. I want to bring

Oregon's investment in CTE to \$300M. <http://www.kezi.com/content/news/491510891.html>

When kids are set up for success in kindergarten, they do better throughout their academic journeys. We need to increase access to preschool for our highest-need and low-income families, and improve our K-3 class sizes.

We also need great teachers, more school days, and to feel safe in their schools. Read more here: [LINK].

From: [PAIR Chris * GOV](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#); [KONDAYEN Kate * GOV](#)
Cc: [BLOSSER Nik * GOV](#); [KORESKEI Debbie * GOV](#)
Subject: Re: Final Education White Paper
Date: Sunday, August 26, 2018 9:52:42 PM
Attachments: [Education Policy Agenda 8.27.18.pdf](#)

Quick fix to CTE language on page 14 per Lindsey.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Sunday, August 26, 2018 at 8:52 PM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: RE: Final Education White Paper

Thank you everyone for this team effort.
Pooja

From: CAPPS Lindsey D * GOV
Sent: Sunday, August 26, 2018 8:51 PM
To: PAIR Chris * GOV; BHATT Pooja * GOV; KONDAYEN Kate * GOV
Cc: BLOSSER Nik * GOV; KORESKEI Debbie * GOV
Subject: RE: Final Education White Paper

Thanks, Chris!

From: PAIR Chris * GOV
Sent: Sunday, August 26, 2018 8:50 PM
To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV; KONDAYEN Kate * GOV
Cc: BLOSSER Nik * GOV; KORESKEI Debbie * GOV
Subject: Final Education White Paper

This includes the revised Oregon Promise number, conversion from “achievement” to “opportunity” gap (except where the Chief Ed Office’s study is quoted), and a couple more formatting edits.

This is good to distribute.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Education Policy Agenda:

Every Oregon Student Engaged,
Empowered, and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an opportunity gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

3. “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

4. Ibid.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation opportunity gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Develop and Empower Educators*
- *Engage and Equip Students for Career and College*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office.
(2018) Oregon Educator Equity
Report. Retrieved from [http://
education.oregon.gov/wp-content/
uploads/2018/06/CEdO_Educator-
Equity-Executive-Summary_2018-
WEB.pdf](http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf).

18. Ibid.



“ High school students who take career technical education courses in the final two years of high school are more likely to graduate ”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between student groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping 15,000 recent high school graduates and GED recipients attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategy:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in grades one to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education and post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child."¹ Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the opportunity gap.



From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Subject: Re: Draft social for 8/27 education push
Date: Sunday, August 26, 2018 9:57:04 PM

Chris, one quick note: Pooja asked about social amplification and I gave her the status on our own social collateral but told her we could speak further in the AM, as I hadn't had outside convos on the topic.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Sunday, August 26, 2018 at 9:52 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Subject: Re: Draft social for 8/27 education push

Great, thanks! I'll revise in the AM, and we also need to coordinate on timing of social and press release. I'm getting up very early to get this all sorted with the goal of having all social and the release ready by 7:00 at the outside.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Sunday, August 26, 2018 at 8:57 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Subject: Re: Draft social for 8/27 education push

I'm totally good with these. Let's break out the class sizes and preschool tweets and include the specifics (20 in k, 23 1st-3rd grade; XXXX low income kids in preschool).

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Subject: Draft social for 8/27 education push

Chris, very very drafty tweets below, feel free to rewrite.

Nikki, Natalie, FYI.

The new school year always feels full of potential for our kids—to connect with classmates,

lessons, and their futures. Education drives opportunity. Oregon as a state can only reach its potential when we make sure that our kids reach theirs.

My vision is of an Oregon where every student graduates from high school with a plan for their future, and the skills to make it a reality. To do that, we need to target investments in both early learning and high school.

To put Oregon on a path to graduating every student in high school, 90% of students need to graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

More high school students—every single one—need skills training via access to hands-on learning like career and technical education to compete in a global economy. I want to bring Oregon's investment in CTE to \$300M. <http://www.kezi.com/content/news/491510891.html>

When kids are set up for success in kindergarten, they do better throughout their academic journeys. We need to increase access to preschool for our highest-need and low-income families, and improve our K-3 class sizes.

We also need great teachers, more school days, and to feel safe in their schools. Read more here: [LINK].

From: suemiller500@gmail.com
To: [BHATT Pooja * GOV](#)
Cc: [LESLIE Berri * GOV](#); [CAPPS Lindsey D * GOV](#); [CALDERON Miriam - ELD](#)
Subject: RE: Governor's Education Agenda
Date: Sunday, August 26, 2018 10:30:53 PM

Thanks for the advanced copy of this Policy Agenda, Pooja. I look forward to reading it and will certainly not share it in advance of 9:00.

Berri, do you plan to share this with the Work Group tomorrow morning? Sue

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Sent: Sunday, August 26, 2018 10:22 PM
To: suemiller500@gmail.com
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: Governor's Education Agenda

Hi Sue,
Governor Brown wanted to share with you a copy of her *Education Policy Agenda: Every Oregon Student Engaged, Empowered and Future Ready*. This is embargoed until 9:00 am. As a courtesy to the Governor, we ask that that you do not share or forward this document to others prior to that time.

I also wanted to thank you for your time reviewing the draft early childhood policy paper, which as you can see very much connects with the Governor's vision for K12 education. We look forward to further conversation and collaboration with you, the Children's Cabinet, and the Early Learning Council to put the agenda into action.

Please feel free to contact me, Lindsey, or Berri if you have any questions.

Thanks,
Pooja Bhatt
Education Policy Advisor
Office of Governor Kate Brown

From: [CALDERON Miriam - ELD](#)
To: [BHATT Pooja * GOV](#); [LESLIE Berri * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [CALDERON Miriam - ELD](#)
Subject: Re: draft email to ELC
Date: Sunday, August 26, 2018 10:53:22 PM

Hi, the email looks fine to me. You can forward to Alyssa who can send to ELC, or ask her for emails. Let me know if you need anything else.

Thanks, MC

Get [Outlook for iOS](#)

From: BHATT Pooja * GOV <pooja.bhatt@oregon.gov>
Sent: Sunday, August 26, 2018 10:41 PM
To: LESLIE Berri * GOV; CAPPS Lindsey D * GOV
Cc: CALDERON Miriam - ELD
Subject: draft email to ELC

Berri,
Lindsey and I have been cranking away at the K12 paper and part of the outreach plan includes sending that paper to the Early Learning Council on Monday morning. I'm just anticipating that there may be a lot of excitement and/or questions around preschool in the K12 paper, so I've crafted the draft message below with that in mind. Just wanted input from you and Miriam on how best we might both show that these papers are aligned and also distinct. Thoughts are welcome. I would also appreciate feedback on if Miriam's team could send this to the ELC on my behalf as a forward given the logistics (I'm not sure I have access to the ELC list). Thanks,
Pooja

Dear Early Learning Council,

Governor Brown wanted to share with you a copy of her *Education Policy Agenda: Every Oregon Student Engaged, Empowered and Future Ready*. As you will note, a key component of this work includes continued expansion of preschool opportunities, which the Governor sees as a critical foundation for school readiness. The attached agenda is in addition to the early childhood work that she sees the Early Learning Council and Children's Cabinet as core partners in. As you know, the Children's Cabinet will be presenting their recommendations to the Governor on September 4th and those recommendations will inform the Governor's early childhood agenda.

We look forward to further conversation and collaboration with you to put the agendas into action.

Please feel free to contact me or Berri if you have any questions.

From: [LESLIE Berri * GOV](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [CALDERON Miriam - ELD](#)
Subject: RE: draft email to ELC
Date: Monday, August 27, 2018 6:11:53 AM

This looks great and thank you for thinking to create the message.

From: BHATT Pooja * GOV
Sent: Sunday, August 26, 2018 10:41 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Cc: CALDERON Miriam - ELD <miriam.calderon@state.or.us>
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From: [LESLIE Berri * GOV](#)
To: suemiller500@gmail.com; [BHATT Pooja * GOV](#)
Cc: [CAPPS Lindsey D * GOV](#); [CALDERON Miriam - ELD](#)
Subject: RE: Governor's Education Agenda
Date: Monday, August 27, 2018 6:12:33 AM

If Pooja says its ok I definitely will!

From: suemiller500@gmail.com [mailto:suemiller500@gmail.com]
Sent: Sunday, August 26, 2018 10:31 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: RE: Governor's Education Agenda

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Thanks,
Pooja Bhatt
Education Policy Advisor
Office of Governor Kate Brown

From: [LESLIE Berri * GOV](#)
To: suemiller500@gmail.com
Cc: [MICKELSON Sara - ELD](#); [CALDERON Miriam - ELD](#)
Subject: RE: White paper suggested edits
Date: Monday, August 27, 2018 6:16:38 AM

These are excellent edits – thanks for taking the time to review and provide inputs. I look forward to sharing a next draft with these included. I think your focus for tomorrow is perfect.

Berri

From: suemiller500@gmail.com [mailto:suemiller500@gmail.com]
Sent: Sunday, August 26, 2018 11:16 AM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Cc: MICKELSON Sara - ELD <sara.mickelson@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: White paper suggested edits

Hi Berri,

Welcome back from Alaska! I hope that your family vacation was fun and provided a real break from your office!

I'm attaching the suggested edits to the White Paper that Sara sent to Pooja since you were not included in the original email – I'm sure because you were on vacation. I sent Pooja an email last week expressing my concern that in the original draft, there was no mention of the ELC or our strategic planning work of the last 11 months. I think we need the ELC and the role of the ELD/Early Learning System director to be recognized in the white paper. The Council has heard from dozens of stakeholders during our meetings and listening sessions so there already has been significant public input into creating an Early Learning Plan as the Governor requested. We want to ensure that those stakeholders know their input has helped shape the Governor's thinking.

Sara is putting together the agenda for tomorrow's Work Group meeting. We thought we'd focus on the input we heard at the stakeholder meeting in your office on the 15th and other related conversations since the last WG meeting. We'll include a few suggested changes to the last draft of the Work Group Quality Preschool Policy to include in the overall report to the Governor. As you know, one of the most frequent comments we've heard about Preschool is concern about "community readiness/capacity" to provide preschool programs – facilities and staffing. This issue should probably be identified more specifically in the Policy document. Do you agree?

I look forward to seeing you tomorrow as we wrap up our Work Group. Please let me know if you would like to see a different focus for tomorrow's meeting. Thanks lots, Sue

From: MICKELSON Sara - ELD <sara.mickelson@state.or.us>
Sent: Friday, August 24, 2018 12:37 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>
Cc: suemiller500@gmail.com

Subject: RE: Kids and Families Project Outline 8/15 - 9/4

Hi Pooja –

Happy Friday and thanks for the opportunity to offer our feedback on this.

David, Miriam, and I have added our feedback here, some of it is in edits, but much of it is comments for your direct and/or the Governor's team's consideration. We have also noted where it would be important to acknowledge the connection to the ELC strategic plan and the extensive feedback that we collected from stakeholders through that process. We definitely need to acknowledge that these policy solutions are also derived from expertise on the ground, in communities, from families.

Please let us know what else you need from us.

Best,

Sara

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Sent: Monday, August 20, 2018 8:57 AM

To: CALDERON Miriam - ELD <miriam.calderon@state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>; MICKELSON Sara - ELD <sara.mickelson@state.or.us>

Subject: FW: Kids and Families Project Outline 8/15 - 9/4

Hi Miriam, David and Sara,

I am going to start reaching out to key partners for feedback on the White Paper that comes out of the Children's Cabinet work. I'd love your feedback as well both on the paper itself and on the list of who the key stakeholders are. I know that Miriam mentioned a greater tie in with the ELC's strategic plan would be good, and since I'm new, your perspective on where that makes sense would be appreciated. Here is my draft list of outreach- please let me know if I'm missing an organization or if you think we should discuss before reaching out to some. **If you could get back to me by tomorrow end of day on any changes to the outreach list, that would be great.** Please send me your edits to the paper as soon as you can, but no later than 8/24 (this Friday). I will be building a list of items to amend for the meeting that Berri references on 8/27. Please let me know if you have questions. Thank you very much!

Children's Institute
COSA
Oregon Head Start Association
AFSCME
Children's First for Oregon
Latino Network
Oregon Association of ESDs
Sue Miller, ELC Chair

Pooja

cell 503-428-3050

From: LESLIE Berri * GOV

Sent: Wednesday, August 15, 2018 7:23 PM

To: MOLLER Mary * GOV; LABAR James * GOV; BHATT Pooja * GOV; RHOADES Jeffrey * GOV; EDLUND Tina * GOV

Cc: LESLIE Berri * GOV; ZEJDLIK Gina * GOV; PAIR Chris * GOV

Subject: Kids and Families Project Outline 8/15 - 9/4

Tina, James, Pooja, Jeff and Mary,

The deadline for the kids and families white paper is August 31st and the BIG cabinet meeting with the Governor is September 4th. That means the paper and all stakeholder outreach needs to be completed by August 29th. The paper is nearly done—see attached DRAFT. We’ve also done a tremendous amount of outreach already especially in the housing and education areas but out of an abundance of caution I think it makes sense for each of you to send the attached white paper draft to key stakeholders. Even if they’ve been contributors on part of this I think it will help for them to weigh in on the package. Here is a sample of the message you could sent out with the draft white paper:

“The Governor’s Children’s Cabinet has been engaged in the development of a five year plan to address the root causes of poverty for children and families. Attached is an overview of that plan. I’d be interested in your feedback particularly in the _____ areas but I’d welcome feedback in any of the areas. This won’t be the only time we ask for your feedback or the last conversation on this issue but I’d value your feedback while we’re in the policy development phase. An initial set of recommendations will be submitted to the Governor on September 4th. If you have any comments or questions about this plan or want to talk with me further, please contact me.....”

I’m copying the other policy leads (David and Sara) for the work groups so they know what you are up to and since they’ll be key to finalizing the work for September 4th. I’m also going to set up a check-in meeting for all of us when I return from vacation on 8/27 so you can share the list of contacts you made and any feedback you received.

Mary – I’m hoping you can work with the policy advisors to determine key legislators who will be interested in this work including leadership offices so you can do that outreach.

Dates	Deliverables	Point Person
August 15 – August 27	Housing outreach Education outreach Healthy families outreach Legislative outreach Addiction & Recovery Business outreach	James Pooja Tina Mary Jeff Berri
Meeting on August 27 th	List of contacts made from each point person	Same as above
August 31 st	White paper and outreach plan completed	Berri
September 4 th	Prioritization matrix and policy overviews for cabinet	Berri

Thank you in advance for your efforts and let me know if you have questions.

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:

Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

From: [PAIR Chris * GOV](#)
To: [KORESKEI Debbie * GOV](#)
Cc: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#); [KONDAYEN Kate * GOV](#); [BLOSSER Nik * GOV](#)
Subject: Re: Final Education White Paper
Date: Monday, August 27, 2018 6:43:55 AM

Same as it was two weeks ago, just updated language per the white paper updates. Will be using a direct link to the white paper today.

https://docs.google.com/document/d/1ZzxH5RvaHPu5Ev7Q2QCeUj7CwnKvE2UABOKN_OZG67E

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 26, 2018, at 11:55 PM, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov> wrote:

It looks awesome. Do you have the web copy yet?

Debbie Dorris Koreski
Senior Director for Budget
Office of Governor Kate Brown
900 Court St. NE
Salem, Oregon 97301
503.378.8472

On Aug 26, 2018, at 8:52 PM, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov> wrote:

Thank you everyone for this team effort.
Pooja

From: CAPPS Lindsey D * GOV
Sent: Sunday, August 26, 2018 8:51 PM
To: PAIR Chris * GOV; BHATT Pooja * GOV; KONDAYEN Kate * GOV
Cc: BLOSSER Nik * GOV; KORESKEI Debbie * GOV
Subject: RE: Final Education White Paper

Thanks, Chris!

From: PAIR Chris * GOV
Sent: Sunday, August 26, 2018 8:50 PM
To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV; KONDAYEN Kate * GOV
Cc: BLOSSER Nik * GOV; KORESKEI Debbie * GOV
Subject: Final Education White Paper

This includes the revised Oregon Promise number, conversion from "achievement" to "opportunity" gap (except where the Chief Ed Office's study is quoted), and a couple more formatting edits.

This is good to distribute.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378 8197 | **M:** 503 559.5938

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Subject: Re: Draft social for 8/27 education push
Date: Monday, August 27, 2018 6:53:34 AM

Expanded tweets below, please take a look.

Nikki, we'll push all the tweets after the release. Let's circle up after the event to designate point. We can hashtag education where it makes sense, or at the end of some of the tweets. I added #backtoschool on the first one. Chris, do we want to do #orpol on any?

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Sunday, August 26, 2018 at 9:52 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Subject: Re: Draft social for 8/27 education push

Great, thanks! I'll revise in the AM, and we also need to coordinate on timing of social and press release. I'm getting up very early to get this all sorted with the goal of having all social and the release ready by 7:00 at the outside.

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Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
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To put Oregon on a path to graduating every student in high school, 90% of students need to graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

More high school students—every single one—need skills training via access to hands-on learning like career and technical education to compete in a global economy. I want to bring Oregon's investment in #CTE to \$300M. <http://www.kezi.com/content/news/491510891.html>

When kids are set up for success in kindergarten, they do better throughout their academic journeys. More children will be ready to learn when we expand access to preschool to an additional 10K of our highest-need families in the coming biennium, and to 40K families by 2025.

All of our kids will benefit from more time with great teachers, which comes from improving class sizes in early childhood. My goal is to have 20 students per teacher in kindergarten, and 23 in grades 1 to 3.

We also need great teachers, more school days, and to feel safe in their schools. Read more here: [LINK].

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Subject: Re: Draft social for 8/27 education push
Date: Monday, August 27, 2018 7:19:21 AM

Edits below. Good to go.

Chris Pair
M: 503-559-5938
O: 503-378-8197

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More high school students—every single one—need skills training via access to hands-on learning like career and technical education to compete in a global economy. I want to bring Oregon's investment in #CTE to \$300M.

<http://www.kezi.com/content/news/491510891.html>

When kids are set up for success in kindergarten, they do better throughout their academic journeys. More children will be ready to learn when we expand access to preschool to an additional 10K of our highest-need families in the coming biennium, and to 40K families by 2025.

All of our kids will benefit from more time with great teachers, which comes from improving class sizes in early childhood. Our goal is to have 20 students per teacher in kindergarten, and 23 in grades 1 to 3.

We also need great teachers, more school days, and to feel safe in their schools. Read more here: [LINK]. #ORPOL

From: [PAIR Chris * GOV](#)
To: [MORRELL Linda * DAS](#); [EDLUND Tina * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: WSJ Letter to the Editor
Date: Monday, August 27, 2018 7:48:11 AM

It's an oversight. Thanks.

From: MORRELL Linda * DAS <Linda.MORRELL@oregon.gov>
Date: Monday, August 27, 2018 at 7:28 AM
To: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: WSJ Letter to the Editor

I'm cc'd on these emails and I'm not sure why. Did you mean to include me?



Linda Morrell
State Web Information Publisher
DAS - Publishing & Distribution
550 Airport Road
Salem, OR 97301
503-378-5223
<http://www.oregon.gov/das/printmail>

Data Classification: Level 1 - Published

From: EDLUND Tina * GOV
Sent: Friday, August 24, 2018 1:40 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORRELL Linda * DAS <Linda.MORRELL@oregon.gov>
Subject: Re: WSJ Letter to the Editor

Ok by me!

Sent from my iPhone

On Aug 24, 2018, at 1:38 PM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

This is fine. But, please confirm Tina and Jeff are good with t.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 24, 2018, at 11:05 AM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

Chris, any thoughts on the attached?

From: Jagger Dawn A <Dawn.Jagger@state.or.us>
Date: Friday, August 24, 2018 at 9:04 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Cc: COWIE ROBB <robb.cowie@state.or.us>
Subject: FW: WSJ Letter to the Editor

Hi Kate and Tina,

As I mentioned to you earlier this week, OHA has been working on a LTE in response to the WSJ LTE related to the opioid coverage proposals.

At this point, we believe this letter is about 95% ready to go, we are working through some last minute edits. I'll connect with robb later today to find out when we hope to submit this and pass that date along to you.

If you wouldn't mind reviewing sometime today, that would be great!

Thanks!

Dawn

<DRAFT_WSJ_LTE v.5[1] KK.docx>

From: [SIEGEL Marc - ODE](#)
To: [MORAWSKI Lisa - CEDO](#); [KONDAYEN Kate * GOV](#)
Subject: Good CTE article
Date: Monday, August 27, 2018 8:10:22 AM

https://www.nrtoday.com/news/education/high-school-program-to-prepare-students-for-careers-in-medical/article_981c2789-bf2c-5189-bc79-b38cf8109b47.html



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

[Marc Siegel](#)
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [BLOSSER Nik * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: FW: YMCA Moda Tower Child Development Center
Date: Monday, August 27, 2018 8:58:16 AM
Attachments: [Records Request.YMCA-Moda.8-24-18.pdf](#)
[Voicemail 15039471400 20180823 \(1\).mp3](#)

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Brian Klem <brian.klem@gmail.com>
Date: Monday, August 27, 2018 at 8:14 AM
To: TAYLOR Dawn - ELD <dawn.taylor@state.or.us>
Cc: MCCORD Mary - ELD <mary.mccord@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>, "michael.b.cox@portlandoregon.gov" <michael.b.cox@portlandoregon.gov>, "kristin.dennis@portlandoregon.gov" <kristin.dennis@portlandoregon.gov>, "nik.blosser@state.or.us" <nik.blosser@state.or.us>, "berri.leslie@state.or.us" <berri.leslie@state.or.us>, "gina.zejdik@state.or.us" <gina.zejdik@state.or.us>, "Rep.TeresaAlonsoLeon@oregonlegislature.gov" <Rep.TeresaAlonsoLeon@oregonlegislature.gov>, "Rep.JeffBarker@oregonlegislature.gov" <Rep.JeffBarker@oregonlegislature.gov>, "Rep.PhilBarnhart@oregonlegislature.gov" <Rep.PhilBarnhart@oregonlegislature.gov>, "Rep.GregBarreto@oregonlegislature.gov" <Rep.GregBarreto@oregonlegislature.gov>, "Rep.DenycBoles@oregonlegislature.gov" <Rep.DenycBoles@oregonlegislature.gov>, "Rep.DanielBonham@oregonlegislature.gov" <Rep.DanielBonham@oregonlegislature.gov>, "Rep.DeborahBoone@oregonlegislature.gov" <Rep.DeborahBoone@oregonlegislature.gov>, "Rep.KnuteBuehler@oregonlegislature.gov" <Rep.KnuteBuehler@oregonlegislature.gov>, "Rep.JanelleBynum@oregonlegislature.gov" <Rep.JanelleBynum@oregonlegislature.gov>, "Rep.BrianClem@oregonlegislature.gov" <Rep.BrianClem@oregonlegislature.gov>, "Rep.MargaretDoherty@oregonlegislature.gov" <Rep.MargaretDoherty@oregonlegislature.gov>, "Rep.SalEsquivel@oregonlegislature.gov" <Rep.SalEsquivel@oregonlegislature.gov>, "Rep.PaulEvans@oregonlegislature.gov" <Rep.PaulEvans@oregonlegislature.gov>, "Rep.JulieFahey@oregonlegislature.gov" <Rep.JulieFahey@oregonlegislature.gov>, "Rep.LynnFindley@oregonlegislature.gov" <Rep.LynnFindley@oregonlegislature.gov>, "Rep.DavidGomberg@oregonlegislature.gov" <Rep.DavidGomberg@oregonlegislature.gov>, "Rep.ChrisGorsek@oregonlegislature.gov" <Rep.ChrisGorsek@oregonlegislature.gov>, "Rep.MitchGreenlick@oregonlegislature.gov"

<Rep.MitchGreenlick@oregonlegislature.gov>, "Rep.CedricHayden@oregonlegislature.gov"
<Rep.CedricHayden@oregonlegislature.gov>, "Rep.JeffHelfrich@oregonlegislature.gov"
<Rep.JeffHelfrich@oregonlegislature.gov>, "Rep.KenHelm@oregonlegislature.gov"
<Rep.KenHelm@oregonlegislature.gov>, "Rep.DiegoHernandez@oregonlegislature.gov"
<Rep.DiegoHernandez@oregonlegislature.gov>, "Rep.PaulHolvey@oregonlegislature.gov"
<Rep.PaulHolvey@oregonlegislature.gov>, "Rep.BillKennemer@oregonlegislature.gov"
<Rep.BillKennemer@oregonlegislature.gov>, "Rep.AlissaKenyGuyer@oregonlegislature.gov"
<Rep.AlissaKenyGuyer@oregonlegislature.gov>, "Rep.TinaKotek@oregonlegislature.gov"
<Rep.TinaKotek@oregonlegislature.gov>, "Rep.GaryLeif@oregonlegislature.gov"
<Rep.GaryLeif@oregonlegislature.gov>, "Rep.RickLewis@oregonlegislature.gov"
<Rep.RickLewis@oregonlegislature.gov>, "Rep.JohnLively@oregonlegislature.gov"
<Rep.JohnLively@oregonlegislature.gov>, "Rep.SheriMalstrom@oregonlegislature.gov"
<Rep.SheriMalstrom@oregonlegislature.gov>, "Rep.PamMarsh@oregonlegislature.gov"
<Rep.PamMarsh@oregonlegislature.gov>, "Rep.CaddyMcKeown@oregonlegislature.gov"
<Rep.CaddyMcKeown@oregonlegislature.gov>, "Rep.SusanMcClain@oregonlegislature.gov"
<Rep.SusanMcClain@oregonlegislature.gov>, "Rep.MikeMcLane@oregonlegislature.gov"
<Rep.MikeMcLane@oregonlegislature.gov>, "Rep.MarkMeek@oregonlegislature.gov"
<Rep.MarkMeek@oregonlegislature.gov>, "Rep.NancyNathanson@oregonlegislature.gov"
<Rep.NancyNathanson@oregonlegislature.gov>, "Rep.MikeNearman@oregonlegislature.gov"
<Rep.MikeNearman@oregonlegislature.gov>, "Rep.RonNoble@oregonlegislature.gov"
<Rep.RonNoble@oregonlegislature.gov>, "Rep.RobNosse@oregonlegislature.gov"
<Rep.RobNosse@oregonlegislature.gov>, "Rep.AndyOlson@oregonlegislature.gov"
<Rep.AndyOlson@oregonlegislature.gov>, "Rep.JulieParrish@oregonlegislature.gov"
<Rep.JulieParrish@oregonlegislature.gov>, "Rep.CarlaPiluso@oregonlegislature.gov"
<Rep.CarlaPiluso@oregonlegislature.gov>, "Rep.BillPost@oregonlegislature.gov"
<Rep.BillPost@oregonlegislature.gov>, "Rep.KarinPower@oregonlegislature.gov"
<Rep.KarinPower@oregonlegislature.gov>, "Rep.DanRayfield@oregonlegislature.gov"
<Rep.DanRayfield@oregonlegislature.gov>, "Rep.JeffReardon@oregonlegislature.gov"
<Rep.JeffReardon@oregonlegislature.gov>, "Rep.EWernerReschke@oregonlegislature.gov"
<Rep.EWernerReschke@oregonlegislature.gov>, REP Salinas
<Rep.AndreaSalinas@oregonlegislature.gov>, "Rep.TawnaSanchez@oregonlegislature.gov"
<Rep.TawnaSanchez@oregonlegislature.gov>, "Rep.GregSmith@oregonlegislature.gov"
<Rep.GregSmith@oregonlegislature.gov>, "Rep.BarbaraSmithWarner@oregonlegislature.gov"
<Rep.BarbaraSmithWarner@oregonlegislature.gov>,
"Rep.DavidBrockSmith@oregonlegislature.gov"
<Rep.DavidBrockSmith@oregonlegislature.gov>, "Rep.JaneenSollman@oregonlegislature.gov"
<Rep.JaneenSollman@oregonlegislature.gov>, "Rep.SherrieSprenger@oregonlegislature.gov"
<Rep.SherrieSprenger@oregonlegislature.gov>, "Rep.DuaneStark@oregonlegislature.gov"
<Rep.DuaneStark@oregonlegislature.gov>, "Rep.RichVial@oregonlegislature.gov"
<Rep.RichVial@oregonlegislature.gov>, "Rep.GeneWhisnant@oregonlegislature.gov"
<Rep.GeneWhisnant@oregonlegislature.gov>,

"Rep.JenniferWilliamson@oregonlegislature.gov"

<Rep.JenniferWilliamson@oregonlegislature.gov>, "Rep.CarlWilson@oregonlegislature.gov"

<Rep.CarlWilson@oregonlegislature.gov>, "Rep.BradWitt@oregonlegislature.gov"

<Rep.BradWitt@oregonlegislature.gov>

Subject: YMCA Moda Tower Child Development Center

August 27, 2018

TO: Dawn Taylor, Director, Office of Child Care, State of Oregon

FROM: Brian Klem, Parent, Resident of Multnomah County, Oregon

RE: Your Office's Intent to Close the YMCA Moda Tower Child Development Center

Dawn,

This is concerning the YMCA Moda Tower Child Development Center "YMCA".

My name is Brian Klem and I am writing on behalf of myself and a group of parents. I am not speaking for or representing the YMCA. I have a 4 ½ year old enrolled at the YMCA. He has received childcare at the YMCA consistently, for 5 days a week, since early 2015.

About the YMCA

The YMCA is an outstanding childcare center. It takes care of up to 68 children 5 years old and under. It is among the most diverse centers in all of Oregon. The YMCA has been led for **16 years** by Judy Booker, a black woman. Teachers include both men and women and who are black, asian and white. The YMCA caters to working families, by being open from 7 AM to 6 PM, Monday to Friday. The YMCA offers scholarships to low income families. The YMCA accepts children who have learning disabilities and behavioral issues.

According to your own Oregon Childcare Safety Portal, in 10 years the YMCA has incurred 16 violations, 10 child injuries, and 0 deaths.

Of the 16 violations, 13 are minor administrative violations, such as a staff member who didn't sign out of their classroom at the end of the day. These violations are among the most minor of the over 4,000 childcare centers that your office regulates. The source is here: <https://childcaresafetyportal.ode.state.or.us/portal/provider-details/64954>

A Severe Situation

On Wednesday August 22 your office began placing phone calls to parents who have children enrolled at the YMCA. The audio of the phone call placed to my family is attached. The audio recording expressed the **Intent to Revoke the Childcare License of the YMCA**, and that a "packet" would be coming in the mail.

What is extremely troubling is that your office provided no additional information as to why. Word started traveling among parents and the the YMCA staff. Sadly, teachers at the YMCA started to learn their jobs were in grave danger, but YMCA management couldn't tell

them why. As of Friday August 24 at 5 PM, no additional information had been provided to YMCA management, staff or parents. On Friday, we obtained additional information through a public records request. I have obtained the **NOTICE OF INTENT TO REVOKE AND REQUEST A HEARING. "Notice"**. That letter is attached to this email. On Saturday, we received the "packet".

While this is extremely troubling, it is among the most minor of the actions your office has taken this past week.

Office of Child Care Charges

The notice was signed by you on August 17. This was 10 days ago.

The notice starts by indicating the reason for "Revocation" is **Recordkeeping** and starts by describing an incident from **June 25, 2014, or over 4 years ago**, where a YMCA staff member had an expired record on file with the Central Background Registry.

For people who read this communication, please let the above paragraph sink in for a moment. This hardly speaks to the expectation that Oregonians have of you and your office. Oregonians don't want you to be auditing attendance logs. They want access to high quality, affordable childcare, without 6-24 month wait lists. Under your tenure, in Oregon childcare costs more than higher education. By some measures, Oregon ranks as having the 3rd most expensive childcare in the nation. Source: https://www.oregonlive.com/pacific-northwest-news/index.ssf/2017/12/childcare_is_really_unaffordab.html

The notice continues to recount all 16 violations that have occurred in the past 10 years.

The notice has grammar issues and incomplete sentences. On page 4, there are multiple incomplete sentences, incoherent fragments, conflicting assertions by you, and sentence duplications. The fragments read as ".....against the director of the facility" and "this in resulted in....." Attachment 3 (3 of 3) is a screenshot from my phone of page 4 of the paper notice, which we received in the mail Saturday.

Dawn, how could you have signed a document this serious given how badly page 4 is written? You couldn't have possibly read it.

The notice gives the YMCA appeal rights and deadlines. It reads "If you fail to request a hearing within 21 days...." on page 5. Your signature of August 17 means 10 days have already passed, and you still have not sent this letter the the YMCA!

Notably, no new violations by the YMCA were named in the notice. The last violation occurred on June 8, 2018.

Pioneer Square Incident

In the middle of page 4, bullet a, you detail an incident at Pioneer Square. The first paragraph states a child fell into a fountain, sustaining a fracture and bruising. The next paragraph, referencing the same child, states they sustained a sprained ankle. Which is it Dawn? Either you committed a serious typographical error or you are falsifying information.

Even if one of the injuries happened, you need to be reminded that the YMCA is in downtown Portland. They face additional issues that centers in suburban areas do not. For example, on their daily walk with their classroom kids, teachers have to guard against literally hundreds of drug addicted homeless people, roaming city streets at all hours. YMCA leadership took action this summer to stop visits to, and outdoor play time at, Overlook Park (heroin drug dealing) and Dawson Park (loitering and cigarette smoking). They have to guard against the new electric scooters, 90% of which are being ridden illegally on city sidewalks at up to **15 MPH**. For you to pick on one incident of the walks that occur every day of the week is completely uncalled for.

Terry Shrunk Plaza Incident

On page 4, bullet b, you detail another safety incident at Terry Shrunk Plaza. I do not have complete information about what happened, but I can tell you it involved a boy with some developmental issues. When my son moved from the trans-pre classroom to preschool in 2017, he had some challenges playing alongside this boy. We brought our concerns to the center director, and she addressed them immediately by working with the boys parents and putting additional structure in place. Looking back, I was a bit selfish, thinking only about my son at the time. What if the YMCA did what most centers would do, and kick him out? It probably would have deeply affected this boy and his ability to advance in school. His parents would have their work disrupted. It's a good thing the YMCA didn't. My son went on to become good friends with this boy, and the boy is off to kindergarten. Yet, when the YMCA takes a leadership position on this, by keeping a child with development issues enrolled, they take on additional risks of an incident occurring. Your actions by highlighting this issue could influence decisions on expelling kids with development issues going forward - the opposite of what is expected of your office.

Comparative Data

A major concern we have is that according to the Childcare Safety Portal, centers with a similar size to the YMCA have incurred 3x the number of injuries and a higher number of violations. What's different is that these centers are in some of the most wealthiest zip codes in all of Oregon, such as the West Hills of Portland. See these links for examples: <https://childcaresafetyportal.ode.state.or.us/portal/provider-details/51911>
<https://childcaresafetyportal.ode.state.or.us/portal/provider-details/14164>

While these centers have incurred a higher number of violations and injuries, they've received a fraction of the number of visits by your staff.

Assertions

Based on this evidence, which is your own data, letters, actions and signatures, we assert this is a callous, unwarranted, politically motivated action that has caused direct damages to the up to 68 working class families at the YMCA, plus the teachers, staff and administrators at the YMCA.

Additionally, based on the evidence and your data, we believe the YMCA has been targeted. We charge that the Office of Child Care and the Early Learning Division has committed an act(s) of racial and socioeconomic discrimination.

Next Steps & Demands

We demand you take the following 3 actions by the deadlines assigned:

1. **Revoke the Notice.** By **Wednesday September 12 at 5 PM PT**, we expect you to revoke the notice and place the YMCA in good standing.
2. **New Anti-Discrimination Policy.** By **Wednesday October 31 at 5 PM PT**, we expect you to publish a new anti-discrimination policy for your office. At a minimum, the policy will require your staff to carry out an equal number of unannounced visits to childcare centers in a similar grouping. As an example, a grouping could be all centers with 50+ children in Washington, Multnomah and Clackamas Counties. This policy will ensure that a center that includes lower socioeconomic families will not have more visits than a center that does not. And therefore it would prevent a center from accruing more violations simply because of visit frequency, versus actual safety issues.
3. **New Communication Policy.** You and your staff must not ever again communicate something of the utmost serious nature and then not provide evidence supporting it. This is highly unfair and unprofessional. If you decide on actions against a childcare center, you must provide all evidence on the same day. You must develop this policy with this language by **Friday October 12 at 5 PM PT**.

The body of evidence and the administrative errors by you and your staff would suggest that you're not fit for a Director level position at the State of Oregon.

However, if you take the above three actions it would be a sign of redemption and good faith by you.

If you ignore this or do not complete the actions by the deadlines, two things will happen:

1. **Demand for Resignation.** We will demand the resignation of you (Dawn Taylor), Miriam Calderon, and Governor Kate Brown by **Wednesday October 31 at 5 PM PT**. Note that this action could come earlier, because your first deadline is on **Wednesday September 12**.
2. **Discrimination Investigation.** We will demand an independent 3rd party investigation of alleged racial and socioeconomic discrimination of you (Dawn Taylor), Mary McCord, compliance specialist, the Office of Child Care, and the Division of Early Learning.

Please be advised this is a situation the people of Oregon deserve to know about, and could know about in the days ahead. If you would like to discuss this matter, you can contact me by writing to brian.klem@gmail.com

Sincerely,

Brian Klem
Parent

STATE OF OREGON
OREGON DEPARTMENT OF EDUCATION
OFFICE OF CHILD CARE

In the Matter of)

YMCA of Columbia Willamette
YMCA Moda Tower Child Development Center
CC052027)

**NOTICE OF INTENT TO REVOKE AND RIGHT
TO REQUEST A HEARING**

Revocation of Certified Child Care Center License)

To: YMCA of Columbia Willamette
YMCA Moda Tower Child Development Center
601 SW 2nd Ave Ste 110
Portland, OR 97204

The Office of Child Care (OCC), Oregon Department of Education is the state agency charged with licensing child care facilities under ORS 329A.250 through ORS 329A.992 and Oregon Administrative Rules chapter 414, divisions 205, 300, and 350. OCC proposes to revoke your certified childcare center license pursuant to ORS 329A.290 ORS 329A.350(1) and OAR 414-300-0400(1).

YMCA Moda Tower Child Development Center was first issued a Certified Child Care Center license on September 20, 1999, the director of YMCA Moda Tower Child Development Center is Judy Booker. The Certified Child Care Center license renewed on September 20, 2017. The license is currently set to expire on September 20, 2018.

The basis for the proposed Revocation is as follows:

The center has demonstrated a history of non-compliance with the rules for Certified Child Care Centers.

RECORDKEEPING

1. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all time to CCD [OCC]: (c) Personnel record for each staff, which shall include: (D) Verification that the staff is currently enrolled in the Central Background Registry."

As evidenced by:

- a. On or about June 25, 2014, OCC staff made an unannounced visit to the center. During the visit, OCC staff asked to review a CBR enrollment record of a staff member. The CBR record of the staff person was not available. The staff person called to confirm with the OCC his/her enrollment in the CBR. The staff person learned that their CBR enrollment was expired.
2. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff."

As evidenced by:

- b. On or about May 21, 2015, OCC staff made an unannounced visit to the center. During the visit, OCC staff reviewed attendance records for staff. Records indicate two facility staff were not signed in. In addition, one staff, who was on a break, did not sign out on the attendance record.
3. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff." (B) The date, name of each child in attendance, and time of arrival and departure. The record must show the children in attendance at any given time." (C) The current day's attendance records shall be maintained in the child's classroom in paper format."

As evidenced by:

- a. On or about July 30, 2015, OCC staff made an unannounced visit to the center. During the visit OCC staff reviewed attendance records the Pre-K classroom of July 29, 2015. The records indicated there were 20 children signed in and one staff person was signed in. The director provided an electronic attendance record for that staff person that was not located in the classroom as required.
4. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (a) Complete and current information on each child as required in OAR 414-300-0040(4) and (6) (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff." (B) The date, name of each child in attendance, and time of arrival and departure. The record must show the children in attendance at any given time."

As evidenced by:

- a. On or about July 31, 2017, OCC staff made an unannounced visit to the center. During the visit OCC staff reviewed records that indicated two children were not signed out, and two staff who either were not signed in or not signed out.
5. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff."

As evidenced by:

- a. On or about February 12, 2018, OCC staff conducted an unannounced visit to the center. During the visit, OCC staff reviewed the attendance for a group of children and staff for February 7, 2018. Although there were three staff signed in, the director admitted one of the staff had signed in on the incorrect roster.
 - b. On or about May 8, 2018, OCC staff conducted an unannounced visit to the center. During the visit OCC staff reviewed attendance for the day. Several classrooms did not have correct attendance for staff or children.
 - c. On or about June 8, 2018, OCC staff conducted an unannounced visit to the center. During the visit OCC staff reviewed available attendance records for the day. The records indicated that staff were not signed out in one of the classrooms.

6. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to OCC: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff. (B) The date, name of each child in attendance, and time of arrival and departure. The record must show the children in attendance at any given time."

- a. On or about May 8, 2018, OCC staff conducted an unannounced visit to the center. During the visit OCC staff reviewed attendance for the day. Several classrooms did not have correct attendance for staff or children.

GENERAL REQUIREMENTS

7. The center was in violation of OAR 414-300-0070(6)(a) which states, "No one shall have access to child care children or be in the center during child care hours who has demonstrated behavior that may have a detrimental effect on a child. This includes any individual in the center who has or may have unsupervised access, however brief, to child care children (i.e., the owner, the operator, all child care staff, maintenance staff who work on-site during hours of operation, volunteers who may be left alone with children, etc.). This does not apply to parents of children in care when they drop off and pick up their children." "The operator, all child care staff and others as described in section (6) above 18 years of age or older shall be enrolled in CCD's Criminal History Registry prior to the issuance of an initial or renewal certification."

As evidenced by:

- a. On or about July 23, 2012, OCC staff received notification that a staff member's CBR had expired. When the OCC staff made contact with the director, OCC staff learned that staff member had open the facility that morning and was onsite working. The Director was advised the individual had to leave the site and could return upon re-enrollment. The staff person left the site, and the CBR enrollment was renewed at a later date.
8. The center was in violation of OAR 414-300-0070(6)(b) which states, "Prior to any new staff, including a director, or individual being on-site at the center during child care hours, the staff/individual shall be enrolled in the Central Background Registry and the center shall receive verification from CCD [OCC] of the enrollment. This does not apply to parents of children in care unless they are assisting in the provision of child care. Volunteers may be exempt from this rule, as specified in OAR 414-300-0070(7)"

As evidenced by:

- a. On or about February 25, 2014, OCC staff received notification that a staff person's CBR enrollment had expired on February 22, 2014. The director stated that person was working on site at the time and that she would have the staff person leave and re-enroll in the CBR.
- b. On or about June 25, 2014, OCC staff conducted an unannounced visit to the center. While at the facility, OCC staff asked to review a CBR enrollment record of a staff member. The CBR record of the staff person was not available. The staff person called to confirm with the OCC his/her enrollment in the CBR. The staff person learned that their CBR enrollment was expired.

SUPERVISION AND RATIOS

9. The center was in violation of OAR 414-300-0130(1) and (2) (a) which states, "The number of caregivers and group size shall be determined by the number and ages of the children in attendance." "The maximum number of children in a group and the ratio of caregivers to children specified in Table 3A of this rule shall apply, except that: (a) Except that when all toddler, preschool and school-age children are at rest, the situation permits, and the room is arranged so all children are supervised, there may be one teacher or Aide II supervising the resting room. As children awaken and become active, additional staff shall be added to return ratios to those in Table 3A. Sufficient staff to meet the required ratio shall be in the facility and able to be summoned by the caregiver without leaving the resting room."

As evidenced by:

- a. On or about March 15, 2012, OCC staff conducted an unannounced visit to assess a complaint allegation that the center was operating out of ratio. OCC staff conducted an unannounced visit towards the end of naptime due to a complaint that alleged that the ratios were not correct during those hours. OCC staff observed in the toddler classroom, there were eight children of which seven were awake with one staff person in the classroom with them. The required ratio for this age group is 1:4 with a group size maximum of 8. Additional staff were present but they were not in the room as required.
 - b. On or about February 12, 2018, OCC staff conducted an unannounced visit to the center to assess a complaint allegation that the center was operating out of ratio during an outing. During the visit, OCC staff reviewed the attendance and enrollment records for the date February 7, 2018, the same day of the outing to Pioneer Courthouse Square. The record indicated there were 15 children present, at least two children were under 30 months of age. There were two staff qualified as teachers with the group of children. The ratio for this age group is 1:4 and the group size is eight. The number of staff present for this many children did not meet what is required.
10. The center was in violation of OAR 414-300-0130 (1) and (3) which states, "Children shall at all times have the full attention of the appropriate number of staff. Children shall be within sight and sound of a caregiver at all times."

As evidenced by:

- a. On or about February 12, 2018 OCC staff conducted an unannounced visit to the center to follow up with the facility after learning a child received an injury during an outing at Pioneer Courthouse Square. During the visit, the director acknowledged a child fell into an empty fountain, sustaining a fracture and bruising. Neither of the staff knew the child fell, until the child began crying. This incident resulted in :
The child, age 2, fell onto the marble fountain area from an unknown distance, at the plaza located in downtown Portland constructed mostly of hard brick surface. The two year old received a sprained ankle during the fall that occurred while not being supervised by facility staff during the outing.
- b. On or about June 8, 2018 OCC staff conducted an unannounced visit to the center to assess a complaint alleging that during an outdoor activity at Terry Shunk Plaza. On May 31, 2018, two 5 year old boys were engaged in inappropriate behavior of a serious nature. During the visit, the director confirmed that staff from another agency and a passerby observed one child instigating inappropriate behavior of a serious nature with another child. This inappropriate behavior occurred within close proximity of the staff and the other children that were on the outing. Neither staff of the facility, or the volunteer who were with the childcare children on the outing, saw it occur. A passerby approached one of the facility staff and alerted facility staff to watch the two children. Another staff person then approached the children and spoke to both about their behavior. This incident resulted in

CONCLUSION

The Center has been unwilling or unable to maintain compliance with rules relating to the health and safety of child care children. Pursuant to ORS 329A.350(1) and OAR 414-300-0400(1), Certification may be denied or revoked if a center fails to meet requirements, provide OCC with information requested, allow an inspection, correct deficiencies, or is operated or maintained in a manner which is harmful to the health, safety or wellbeing of children in care.

As set forth above, the center has demonstrated that it is unable or unwilling to fully comply with the rules for Certified Child Care Centers, has failed to meet requirements set forth in applicable administrative rules, has failed to correct many deficiencies, and has demonstrated ongoing noncompliance. Each instance of non-compliance is an independent basis for Revocation. These violations, individually and together, raise serious

concerns about the Center's ability and willingness to comply with applicable regulations and maintain compliance with supervision and safety of childcare children. Based on the Center's serious history of noncompliance with the rules designed to ensure adequate supervision and safety of childcare children, the OCC is proposing to Revoke the Certified Child Care Center License.

NOTICE OF RIGHT TO REQUEST HEARING

You are entitled to a hearing as provided by the Administrative Procedures Act (chapter 183, Oregon Revised Statutes). If you want a hearing, you must make a written request to the OCC no later than 21 days from the date this Notice was mailed. The request should be sent to the Office of Child Care, 700 Summer St. Suite 350., NE, Salem, OR 97301. The request may also be submitted via fax at (503) 947-1428 or e-mail occ.hearings@state.or.us.

If you request a hearing, you will be notified of the time and place of the hearing. You may be represented by legal counsel at the hearing. Legal aid organizations may be able to assist you if you have limited resources. The OCC will be represented by an Assistant Attorney General from the Oregon Department of Justice. You will be provided information on the procedures, right of representation, and other rights of parties relating to the conduct of the hearing before commencement of the hearing. Any hearing will be conducted by an administrative law judge from the Office of Administrative Hearings, assigned as required by ORS 183.635.

If you fail to request a hearing within 21 days, if you request a hearing and subsequently withdraw your request for hearing, if you fail to appear for the hearing, or if a hearing is scheduled and you later notify the OCC or the administrative law judge that you will not appear at the specified time and place, the OCC may issue a final order by default. If the OCC issues a final order by default, the OCC designates the relevant portions of its files on this matter, including all materials that you have submitted relating to this matter, as the record for purposes of proving a prima facie case upon default.

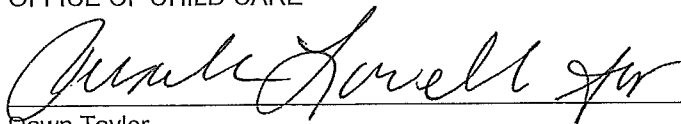
When the agency is required to issue a contested case notice pursuant to ORS 183.415, the notice shall include: (h) If the party is an agency, corporation, partnership, limited liability company, trust, government body or an unincorporated association, a statement that the party must be represented by an attorney licensed in Oregon, unless statutes applicable to the contested case proceeding specifically provide otherwise.

NOTICE TO ACTIVE DUTY SERVICE MEMBERS

Active duty service members have a right to stay proceedings under the federal Service members Civil Relief Act and may contact the Oregon State Bar (1-800-452-8260) or the Oregon Military Department for more information (1-800-452-7500). The United States Armed Forces Legal Assistance Legal Services Locator can be accessed at <http://legalassistance.law.af.mil/content/locator.php>

DATED this 17th day of August 2018

OFFICE OF CHILD CARE



Dawn Taylor
Child Care Director

DT:mm

Attachment Voicemail_15039471400_20180823 (1)_8.mp3 (136882 Bytes) cannot be converted to PDF format.

From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#)
Cc: [KING Natalie * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: Draft social for 8/27 education push
Date: Monday, August 27, 2018 9:04:34 AM

Nikki, final tweets below. (Twitter will shorten the link to the paper, correct?) Are you able to push out after release goes out at 9:15? I am hitting the road to Salem. Please call/text if not and I can pull over and post.

Thanks!
Kate

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Monday, August 27, 2018 at 7:19 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Subject: Re: Draft social for 8/27 education push

Edits below. Good to go.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 27, 2018, at 6:53 AM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Expanded tweets below, please take a look.

Nikki, we'll push all the tweets after the release. Let's circle up after the event to designate point. We can hashtag education where it makes sense, or at the end of some of the tweets. I added #backtoschool on the first one. Chris, do we want to do #orpol on any?

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Sunday, August 26, 2018 at 9:52 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Subject: Re: Draft social for 8/27 education push

Great, thanks! I'll revise in the AM, and we also need to coordinate on timing of social and press release. I'm getting up very early to get this all sorted with the goal of having all social and the release ready by 7:00 at the outside.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Sunday, August 26, 2018 at 8:57 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>

Subject: Re: Draft social for 8/27 education push

I'm totally good with these. Let's break out the class sizes and preschool tweets and include the specifics (20 in k, 23 1st-3rd grade; XXXX low income kids in preschool).

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Sunday, August 26, 2018 at 4:23 PM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>

Subject: Draft social for 8/27 education push

Chris, very very drafty tweets below, feel free to rewrite.

Nikki, Natalie, FYI.

The new school year always feels full of potential for our kids—to connect with classmates, lessons, and their futures. Education drives opportunity. Oregon as a state can only reach its potential when we make sure that our kids reach theirs. #backtoschool

My vision is of an Oregon where every student graduates from high school with a plan for their future, and the skills to make it a reality. To do that, we need to target investments in both early learning and high school.

To put Oregon on a path to graduating every student in high school, 90% of students need to graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.

More high school students—every single one—need skills training via access to hands-on learning like career and technical education to compete in a global economy. I want to bring Oregon's investment in #CTE to \$300M.

<http://www.kezi.com/content/news/491510891.html>



When kids are set up for success in kindergarten, they do better throughout their academic journeys. More children will be ready to learn when we expand access to preschool to an additional 10K of our highest-need families in the coming biennium, and to 40K families by 2025.

All of our kids will benefit from more time with great teachers, which comes from improving class sizes in early childhood. Our goal is to have 20 students per teacher in kindergarten, and 23 in grades 1 to 3.

We also need great teachers, more school days, and to feel safe in their schools. Read more here:

<https://drive.google.com/file/d/1BIO3DsKCQXHTaLuW8CUhzYXjxAnFyrpQ/view>
#ORPOL

From: [CHATTERJEE Alyssa - ELD](#)
To: [Roberta Weber](#); [URBINA Carmen - ODE](#); [WILCOX Cate S](#); [GILL Colt - ODE](#); [Donalda Dodson](#); [Eva Rippeteau](#); [PAKSERESHT Fariborz](#); [Holly Mar](#); [Kali Ladd](#); [FREDLUND Kim](#); [Martha Brooks](#); [CALDERON Miriam - ELD](#); [ALLEN Patrick](#); [DRINKWATER Sarah - ODE](#); [Donna Schnitker](#); [RODRIGUES Shawna - ELD](#); [Sue Miller \(sueMiller500@gmail.com\)](#); [Teri Thalhofer](#)
Cc: [Kairos Admin](#); [LESLIE Berri * GOV](#); [ROSENBERG Corey - ODE](#); [MANDELL David P - ELD](#); [DEHERRERA DEBBIE A](#); [MARTINEZ NATASHA L](#); [BHATT Pooja * GOV](#); [MICKELSON Sara - ELD](#); [Souza Theresa](#)
Subject: Governor's Education Policy Agenda
Date: Monday, August 27, 2018 9:10:10 AM
Attachments: [Education Policy Agenda 8.27.18 .pdf](#)

---The following message is being sent on behalf of Pooja Bhatt, Education Policy Advisor to Governor Brown---

Dear Early Learning Council,

Governor Brown wanted to share with you a copy of her *Education Policy Agenda: Every Oregon Student Engaged, Empowered and Future Ready*. As you will note, a key component of this work includes continued expansion of preschool opportunities, which the Governor sees as a critical foundation for school readiness. The attached agenda is in addition to the early childhood work that she sees the Early Learning Council and Children's Cabinet as core partners in. As you know, the Children's Cabinet will be presenting their recommendations to the Governor on September 4th and those recommendations will inform the Governor's early childhood agenda.

We look forward to further conversation and collaboration with you to put the agendas into action.

Please feel free to contact me or Berri if you have any questions.

Thanks,
Pooja Bhatt
Education Policy Advisor
Office of Governor Kate Brown

Education Policy Agenda:

Every Oregon Student Engaged, Empowered, and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an opportunity gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

3. “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

4. Ibid.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation opportunity gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Develop and Empower Educators*
- *Engage and Equip Students for Career and College*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty-CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.

18. Ibid.



“ High school students who take career technical education courses in the final two years of high school are more likely to graduate ”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between student groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping 15,000 recent high school graduates and GED recipients attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategy:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in grades one to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education and post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child."¹ Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the opportunity gap.



From: [Christian Gaston](#)
To: [Henry Houston](#); [PAIR Chris * GOV](#)
Subject: Re: Question on solar tax credit
Date: Monday, August 27, 2018 10:18:13 AM

Hey Henry,

Connecting you with Chris Pair in the governor's office.

On Mon, Aug 27, 2018 at 10:09 AM, Henry Houston <henry@eugeneweekly.com> wrote:

Hello,

I'm writing a story about the Trump tariff on solar components and how it's impacting local companies. So far, I've encountered that solar companies are actually hurting more over the loss of the state tax credit. Since the tax credit expired last year, I was wondering if the Governor has any intention in the near future to advocate for the re-introduction of a solar tax credit for consumers.

Thanks!

Henry Houston
henry@eugeneweekly.com

--

Christian Gaston
Communications Director
Kate Brown for Oregon
971-285-7011
christian@katebrownforeregon.com
Katebrownforeregon.com

From: [MORAWSKI Lisa - CEDO](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: FW: 4J Schools Annual Back-to-School Gathering - Thursday, August 30, at South Eugene High School
Date: Monday, August 27, 2018 10:21:50 AM

Lindsey,

Did you get this invitation? I think you are out of town later this week, correct?

Lisa

From: Lisa Fjordbeck <fjordbeck_l@4j.lane.edu>
Sent: Tuesday, August 21, 2018 12:24 PM
To: lisa.morawski@state.or.us
Subject: 4J Schools Annual Back-to-School Gathering - Thursday, August 30, at South Eugene High School

Dear Lisa,

We would be honored if you would join Superintendent Gustavo Balderas, and the rest of the Eugene School District staff at South Eugene High School on Thursday, August 30 for our annual Back-to-School Gathering.

From 7:30-8:30 a.m., guests are welcome to visit with staff and enjoy morning refreshments provided by students in the South Eugene Culinary Program. Presentations will begin in the school auditorium at 8:45 a.m. and conclude by 10:15 a.m. Speakers include the chair of the Eugene School Board; presidents of employee groups for teachers, classified staff and administrators; the executive director from the Eugene Education Foundation and Dr. Balderas.

South Eugene High School is located at 400 East 19th Avenue. The parking lot nearest to the auditorium is on the east end of the campus, at the intersection of 19th Avenue and Hilyard Street.

We value and appreciate your commitment and support for public education in our community and in our state. I know how much our 4J staff appreciates seeing their neighbors and community leaders celebrate the start of a great new school year.

We hope you can join us on Thursday, August 30 at South Eugene High School.

Please RSVP to me at fjordbeck_l@4j.lane.edu or call 541-790-7706.

Thank you,
Lisa

Lisa Fjordbeck
Executive Assistant to the Superintendent
Eugene School District 4J
200 North Monroe Street

Eugene, OR 97402
(541) 790-7706
(541) 790-7711 fax

From: [MORAWSKI Lisa - CEDO](#)
To: [KONDAYEN Kate * GOV](#)
Subject: RE: ODE + Gov's office
Date: Monday, August 27, 2018 10:23:13 AM

Hi Kate,

I have another meeting at this time. Maybe we can catch up later in the day? I hope the event went well this morning. ☺

Lisa

-----Original Appointment-----

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Sent: Friday, August 24, 2018 12:57 PM

To: KONDAYEN Kate * GOV; MORAWSKI Lisa - CEDO; SIEGEL Marc - ODE

Subject: ODE + Gov's office

When: Monday, August 27, 2018 1:00 PM-2:00 PM (UTC-08:00) Pacific Time (US & Canada).

Where: TBD - phone or Marc's office

When: Monday, August 27, 2018 1:00 PM-2:00 PM. (UTC-08:00) Pacific Time (US & Canada)

Where: TBD - phone or Marc's office

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Agenda items:

- State goals text
- BTS twitter
- SBAC
- OSBA interview request
- TOY social media push

From: [MORAWSKI Lisa - CEDO](#)
To: [LINEBAUGH Kourtney * GOV](#)
Cc: [KONDAYEN Kate * GOV](#); [FISHER Nikki * GOV](#)
Subject: RE: Back to school info - Junction City
Date: Monday, August 27, 2018 10:51:32 AM

Hi Kourtney,

Sorry I didn't respond – I was out last week. I don't have contact info, but I will check with ODE. Stay tuned!

Lisa

From: LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>
Sent: Wednesday, August 22, 2018 10:01 AM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: RE: Back to school info - Junction City

Hi Lisa,

I am currently working on setting up a Back to School event with Junction City High. We connected with their school and confirmed they were interested in the event, but now I am having some issues getting a hold of folks in their office. Do you know of another way to get a hold of them? I have Brian's phone information and have left him a VM and have emailed the group below.

Any advice or other contact information you can provide?

Kourtney Linebaugh

Interim Deputy Press Secretary
Office of Governor Kate Brown
Office: 503-986-6535 | Cell: 503-428-0854

From: MORAWSKI Lisa - CEDO [<mailto:lisa.morawski@state.or.us>]
Sent: Tuesday, August 07, 2018 10:53 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Cc: LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>
Subject: RE: Back to school info

Hi Kate,

I don't have a contact. They are a small district, so I don't think they have a comms office. I would suggest reaching out to the co-principals at the high school and the superintendent.

Co-principals: Junction High School
Dina Marschall
dmarschall@junctioncity.k12.or.us
Brian Young
byoung@junctioncity.k12.or.us

District Superintendent:
Kathleen Rodden-Nord, Ph.D
Executive assistant email (Stephanie White):
swhite@junctioncity.k12.or.us

Hope that helps!
Lisa

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Tuesday, August 7, 2018 10:05 AM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>; MORAWSKI Lisa - CEDO
<lisa.morawski@state.or.us>
Cc: LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>
Subject: Re: Back to school info

Hi Lisa,

Kourtney Linebaugh from our office is going to be taking point on organizing the back-to-school events for us, so I wanted to make sure she has a line into you as well. I've copied her here.

We are going to Madison High on 8/27 and want to go to Junction City High on 9/4. Kourtney is set up with Courtney Westling at PPS, but we wanted to see if you had a Junction City contact that we could connect her to?

Thanks!
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Date: Tuesday, July 31, 2018 at 9:22 AM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: Re: Back to school info

I haven't chosen a school yet if you have recommendations for that day! Thank you, Lisa! We really

appreciate you!

--

Nikki Fisher
Community Outreach and Events Strategist
Office of Governor Kate Brown
503.689.2509

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>

Date: Tuesday, July 31, 2018 at 7:52 AM

To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>

Subject: Re: Back to school info

Sounds good. Did you all choose a PPS school? Kate and I have a check-in with the education comms group tomorrow so we can look at the lists again and make a suggestion ... if you don't already have one in mind.

Lisa Morawski
Public Affairs Director | Chief Education Office
503-510-5576 | lisa.morawski@state.or.us
education.oregon.gov

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Date: Monday, July 30, 2018 at 3:47 PM

To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>

Subject: Re: Back to school info

Hi Lisa!

Right now, we're looking at hitting the Portland Public Schools on August 27th and looking at Junction City on Sept 4th. If there are folks you think we should connect with now, happy to do it. We also have a bit of time. 😊

--

Nikki Fisher
Community Outreach and Events Strategist
Office of Governor Kate Brown
503.689.2509

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Thursday, July 26, 2018 at 11:01 AM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: Re: Back to school info

Here are a few from the list:

Aug. 27
Portland Public Schools
Beaverton School District

Sept. 4
David Douglas District
North Clackamas District

All the district calendars are online, so let me know if you want me to look up any more.

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To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
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Subject: Re: Back to school info

Huge thank you for this!

Do you happen to have start dates for these schools?

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Nikki Fisher
Community Outreach and Events Strategist
Office of Governor Kate Brown
503.689.2509

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Wednesday, July 25, 2018 at 8:43 PM

To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>

Subject: Back to school info

Hey guys,

Attached is what we received from ODE. They also suggested Madison High School in Portland (graduation rate increased 8 percent in the most recent year over year comparison). If you guys could take a look and let me know if you want me to dig further into any, I'm happy to do that. These ideas definitely need more fleshing out and research before making a decision.

Lisa

Lisa Morawski

Public Affairs Director | Chief Education Office

503-510-5576 | lisa.morawski@state.or.us

education.oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#); [LINEBAUGH Kourtney * GOV](#)
Cc: [FISHER Nikki * GOV](#)
Subject: Re: Back to school info - Junction City
Date: Monday, August 27, 2018 10:58:06 AM

Hi Lisa,

Welcome back! Kourtney got things back on track after this email, so I think we're okay, right Kourtney?

Best,
Kate

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Monday, August 27, 2018 at 10:51 AM
To: LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: RE: Back to school info - Junction City

Hi Kourtney,
Sorry I didn't respond – I was out last week. I don't have contact info, but I will check with ODE. Stay tuned!
Lisa

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dmarschall@junctioncity.k12.or.us
Brian Young
byoung@junctioncity.k12.or.us

District Superintendent:
Kathleen Rodden-Nord, Ph.D
Executive assistant email (Stephanie White):
swhite@junctioncity.k12.or.us

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Public Affairs Director | Chief Education Office
503-510-5576 | lisa.morawski@state.or.us
education.oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Subject: FW: On deadline: Goals for Oregon's Schools
Date: Monday, August 27, 2018 11:02:05 AM

Team, please let me know your thoughts on my proposed response:

The Governor strongly believes that in order to effect change for Oregon's students, a multi-pronged approach is vital. The components of the Governor's policy agenda announced today will be reflected in her statewide budget that will be delivered in late November. The policy agenda is aligned with the overarching goals of the Student Success Committee.

Kate

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>
Date: Monday, August 27, 2018 at 10:10 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>,
"christian@katebrownfororegon.com" <christian@katebrownfororegon.com>
Subject: Fw: On deadline: Goals for Oregon's Schools

Also...how does this agenda compare with the goals of the joint legislative committee on student success?

Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: Paris Achen
Sent: Monday, August 27, 2018 10:08 AM
To: KONDAYEN Kate * GOV; christian@katebrownfororegon.com
Cc: Joe Beach; Claire Withycombe
Subject: On deadline: Goals for Oregon's Schools

Hi Kate and Christian -

What does the release of this education policy agenda mean? Is this just what she would like

to do?

How much or little of this plan will be included in her 2019-21 budget proposal? How much does this plan cost?

What other actions does she plan to take to execute this agenda?

How will this policy agenda be used in others way? For instance, will it be included her platform for reelection?

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Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: Governor Kate Brown Press Office <governors.press=das.state.or.us@mail72.us4.mcsv.net>
on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>

Sent: Monday, August 27, 2018 9:14 AM

To: Paris Achen

Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:

[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career](#).

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###

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From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#); [MCCOLAUGH Annie * GOV](#)
Subject: Re: FYI-- Student Loan Watchdog Quits
Date: Monday, August 27, 2018 11:05:31 AM

I don't want to distract from the policy agenda today, but happy to debate that. Annie, Chris?

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Date: Monday, August 27, 2018 at 10:36 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>
Subject: FYI-- Student Loan Watchdog Quits

<https://www.npr.org/2018/08/27/642199524/student-loan-watchdog-quits-blames-trump-administration>

Just an FYI in case you think it's worth putting out a statement. #BacktoSchool

--

Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: On deadline: Goals for Oregon's Schools
Date: Monday, August 27, 2018 11:10:41 AM

Single change below. I'm good.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 27, 2018, at 11:02 AM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

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Date: Monday, August 27, 2018 at 10:10 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, "christian@katebrownfororegon.com" <christian@katebrownfororegon.com>
Subject: Fw: On deadline: Goals for Oregon's Schools

Also...how does this agenda compare with the goals of the joint legislative committee on student success?

Thank you.

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Portland Tribune

mobile 541-840-3626

From: Paris Achen
Sent: Monday, August 27, 2018 10:08 AM

To: KONDAYEN Kate * GOV; christian@katebrownfororegon.com

Cc: Joe Beach; Claire Withycombe

Subject: On deadline: Goals for Oregon's Schools

Hi Kate and Christian -

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Portland Tribune

mobile 541-840-3626

From: Governor Kate Brown Press Office

<governors.press=das.state.or.us@mail72.us4.mcs.v.net> on behalf of Governor Kate Brown
Press Office <governors.press@das.state.or.us>

Sent: Monday, August 27, 2018 9:14 AM

To: Paris Achen

Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools



NEWS RELEASE

August 27, 2018

Media Contact:

[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career](#).

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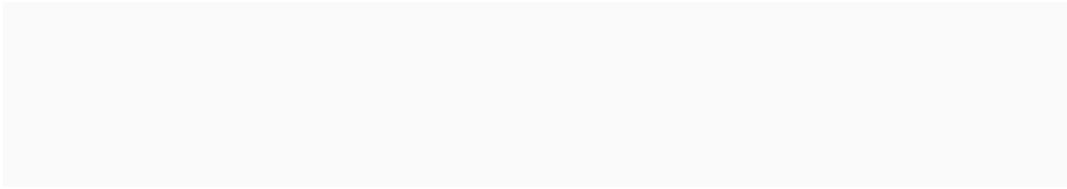
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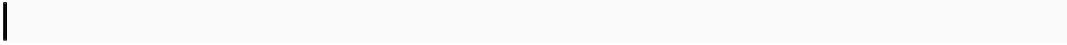
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From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: On deadline: Goals for Oregon's Schools
Date: Monday, August 27, 2018 11:11:34 AM

Thanks! Pooja, Lindsey, do you care to weigh in?

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Monday, August 27, 2018 at 11:10 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Re: On deadline: Goals for Oregon's Schools

Single change below. I'm good.

Chris Pair
M: 503-559-5938
O: 503-378-8197

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Portland Tribune

mobile 541-840-3626

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Sent: Monday, August 27, 2018 10:08 AM

To: KONDAYEN Kate * GOV; christian@katebrownfororegon.com

Cc: Joe Beach; Claire Withycombe

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Portland Tribune

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<governors.press=das.state.or.us@mail72.us4.mcsv.net> on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>
Sent: Monday, August 27, 2018 9:14 AM
To: Paris Achen
Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

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From: [CAPPS Lindsey D * GOV](#)
To: [PAIR Chris * GOV](#); [KONDAYEN Kate * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: RE: On deadline: Goals for Oregon's Schools
Date: Monday, August 27, 2018 11:11:39 AM

Looks good.

From: PAIR Chris * GOV
Sent: Monday, August 27, 2018 11:10 AM
To: KONDAYEN Kate * GOV
Cc: CAPPS Lindsey D * GOV; BHATT Pooja * GOV
Subject: Re: On deadline: Goals for Oregon's Schools

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O: 503-378-8197

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Portland Tribune

mobile 541-840-3626

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Cc: Joe Beach; Claire Withycombe

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Governor Kate Brown's Press Office

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August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

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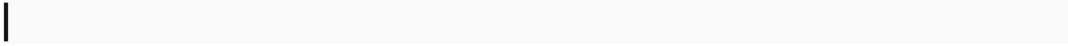
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From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#); [SIEGEL Marc - ODE](#)
Subject: Re: ODE + Gov's office
Date: Monday, August 27, 2018 11:22:03 AM

Sounds good! I'm totally flexible, actually. Marc, does another time work for you, or should we keep it as is at 1/

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Monday, August 27, 2018 at 10:23 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: ODE + Gov's office

Hi Kate,
I have another meeting at this time. Maybe we can catch up later in the day? I hope the event went well this morning. ☺
Lisa

-----Original Appointment-----

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Friday, August 24, 2018 12:57 PM
To: KONDAYEN Kate * GOV; MORAWSKI Lisa - CEDO; SIEGEL Marc - ODE
Subject: ODE + Gov's office
When: Monday, August 27, 2018 1:00 PM-2:00 PM (UTC-08:00) Pacific Time (US & Canada).
Where: TBD - phone or Marc's office

When: Monday, August 27, 2018 1:00 PM-2:00 PM. (UTC-08:00) Pacific Time (US & Canada)
Where: TBD - phone or Marc's office

~~*~*~*~*~*~*~*~*

Agenda items:

- State goals text
- BTS twitter
- SBAC
- OSBA interview request
- TOY social media push

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: RE: ODE + Gov's office
Date: Monday, August 27, 2018 11:24:02 AM

OK, what about 3:30 p.m.?



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Monday, August 27, 2018 11:22 AM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; SIEGEL Marc - ODE <marc.siegel@state.or.us>
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To: [KONDAYEN Kate * GOV](#); [SIEGEL Marc - ODE](#)
Subject: RE: ODE + Gov's office
Date: Monday, August 27, 2018 11:24:57 AM

That works for me!

From: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Sent: Monday, August 27, 2018 11:24 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: RE: ODE + Gov's office

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OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

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When: Monday, August 27, 2018 1:00 PM-2:00 PM (UTC-08:00) Pacific Time (US & Canada).

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Agenda items:

- State goals text
- BTS twitter
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- TOY social media push

From: [MORAWSKI Lisa - CEDO](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: RE: Op-ed revisions
Date: Monday, August 27, 2018 11:35:32 AM

Thanks, I like this!

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Sent: Friday, August 24, 2018 6:15 AM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: FW: Op-ed revisions

FYI

From: KONDAYEN Kate * GOV
Sent: Thursday, August 23, 2018 11:19 PM
To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV; PAIR Chris * GOV
Subject: FW: Op-ed revisions

I wanted to share the attached with you all, again hopefully for feedback tomorrow. I have some tweaks to make but would love any high-level thoughts you have to share as it relates to policy first.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Wednesday, August 22, 2018 at 4:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Op-ed revisions

Kate,

Here is our op-ed. We mention Governor Brown in the beginning and the end. Please let me know if those references are fine with you.

Please send me feedback or approval by end of day Friday.

I want to send to Oregonian on Monday, but I can send as late as Tuesday.

This op-ed is slated for Sunday, Sept. 2.

From: GILL Colt - ODE
Sent: Wednesday, August 22, 2018 4:29 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Subject: RE: Op-ed revisions

Marc-

Here you go. Thank you!

Thanks,
Colt

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [MORAWSKI Lisa - CEDO](#)
Cc: [SIEGEL Marc - ODE](#)
Subject: Seatbelts in school buses inquiry
Date: Monday, August 27, 2018 11:36:22 AM

Hi Chris and Lisa,

KEZI in Eugene just called and asked for statement on seatbelts in school buses. I wasn't aware this was a hot topic and don't feel that the Governor's office should be weighing in at all on this one, but let me know if you disagree. I'll call back and redirect to Marc (copied) if that sounds like a good plan.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [MCCOLAUGH Annie * GOV](#)
Cc: [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#); [KING Natalie * GOV](#)
Subject: Re: FYI-- Student Loan Watchdog Quits
Date: Monday, August 27, 2018 11:38:22 AM

Great, thanks! +Natalie as an FYI

From: MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>
Date: Monday, August 27, 2018 at 11:22 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: FYI-- Student Loan Watchdog Quits

That's fine with me. A theme worth considering in future if the time's right—turning his back on student borrowers....

Annie McColaugh
Director, Washington DC Office
Oregon Governor Kate Brown
P: [\(202\) 508-3847](tel:(202)508-3847) | C: [\(503\) 508-7124](tel:(503)508-7124)
[444 N Capitol St NW, Ste 134](#); Washington, DC 20001

On Aug 27, 2018, at 2:05 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

I don't want to distract from the policy agenda today, but happy to debate that. Annie, Chris?

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Date: Monday, August 27, 2018 at 10:36 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>
Subject: FYI-- Student Loan Watchdog Quits

<https://www.npr.org/2018/08/27/642199524/student-loan-watchdog-quits-blames-trump-administration>

Just an FYI in case you think it's worth putting out a statement. #BacktoSchool

--

Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [MORAWSKI Lisa - CEDO](#); [SIEGEL Marc - ODE](#)
Subject: Re: Seatbelts in school buses inquiry
Date: Monday, August 27, 2018 11:43:14 AM

Don't disagree, no need for GKBs voice in this.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 27, 2018, at 11:36 AM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

Hi Chris and Lisa,

KEZI in Eugene just called and asked for statement on seatbelts in school buses. I wasn't aware this was a hot topic and don't feel that the Governor's office should be weighing in at all on this one, but let me know if you disagree. I'll call back and redirect to Marc (copied) if that sounds like a good plan.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [MORAWSKI Lisa - CEDO](#)
To: [PAIR Chris * GOV](#); [KONDAYEN Kate * GOV](#)
Cc: [SIEGEL Marc - ODE](#)
Subject: RE: Seatbelts in school buses inquiry
Date: Monday, August 27, 2018 11:52:26 AM

Agreed!

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Sent: Monday, August 27, 2018 11:43 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: Seatbelts in school buses inquiry

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Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 27, 2018, at 11:36 AM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

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Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [MORAWSKI Lisa - CEDO](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: FW: YMCA Moda Tower Child Development Center
Date: Monday, August 27, 2018 12:00:08 PM
Attachments: [Records Request.YMCA-Moda.8-24-18.pdf](#)
[Voicemail 15039471400 20180823 \(1\).mp3](#)

Are you aware of this case?

From: BERNT Betty - ELD
Sent: Monday, August 27, 2018 11:40 AM
To: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: YMCA Moda Tower Child Development Center

I assume you are aware of this, but just in case...

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: MCCORD Mary - ELD
Sent: Monday, August 27, 2018 10:50 AM
To: BERNT Betty - ELD <Betty.Bernt@ode.state.or.us>
Subject: FW: YMCA Moda Tower Child Development Center

This is what we were discussing this morning with Dawn. Sending you this information to keep you aware.

From: Brian Klem <brian.klem@gmail.com>
Sent: Monday, August 27, 2018 8:14 AM
To: dawn.taylor@state.or.us
Cc: mary.mccord@state.or.us; miriam.calderon@state.or.us; michael.b.cox@portlandoregon.gov; kristin.dennis@portlandoregon.gov; BLOSSER Nik * GOV <Nik.BLOSSER@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@state.or.us>; gina.zejdik@state.or.us;
Rep.TeresaAlonsoLeon@oregonlegislature.gov; Rep.JeffBarker@oregonlegislature.gov;
Rep.PhilBarnhart@oregonlegislature.gov; Rep.GregBarreto@oregonlegislature.gov;
Rep.DenycBoles@oregonlegislature.gov; Rep.DanielBonham@oregonlegislature.gov;
Rep.DeborahBoone@oregonlegislature.gov; Rep.KnuteBuehler@oregonlegislature.gov;
Rep.JanelleBynum@oregonlegislature.gov; Rep.BrianClem@oregonlegislature.gov;
Rep.MargaretDoherty@oregonlegislature.gov; Rep.SalEsquivel@oregonlegislature.gov;
Rep.PaulEvans@oregonlegislature.gov; Rep.JulieFahey@oregonlegislature.gov;
Rep.LynnFindley@oregonlegislature.gov; Rep.DavidGomberg@oregonlegislature.gov;
Rep.ChrisGorsek@oregonlegislature.gov; Rep.MitchGreenlick@oregonlegislature.gov;
Rep.CedricHayden@oregonlegislature.gov; Rep.JeffHelfrich@oregonlegislature.gov;
Rep.KenHelm@oregonlegislature.gov; Rep.DiegoHernandez@oregonlegislature.gov;
Rep.PaulHolvey@oregonlegislature.gov; Rep.BillKennemer@oregonlegislature.gov;

Rep.AliisaKenyGuyer@oregonlegislature.gov; Rep.TinaKotek@oregonlegislature.gov;
Rep.GaryLeif@oregonlegislature.gov; Rep.RickLewis@oregonlegislature.gov;
Rep.JohnLively@oregonlegislature.gov; Rep.SheriMalstrom@oregonlegislature.gov;
Rep.PamMarsh@oregonlegislature.gov; Rep.CaddyMcKeown@oregonlegislature.gov;
Rep.SusanMcLain@oregonlegislature.gov; Rep.MikeMcLane@oregonlegislature.gov;
Rep.MarkMeek@oregonlegislature.gov; Rep.NancyNathanson@oregonlegislature.gov;
Rep.MikeNearman@oregonlegislature.gov; Rep.RonNoble@oregonlegislature.gov;
Rep.RobNosse@oregonlegislature.gov; Rep.AndyOlson@oregonlegislature.gov;
Rep.JulieParrish@oregonlegislature.gov; Rep.CarlaPiluso@oregonlegislature.gov;
Rep.BillPost@oregonlegislature.gov; Rep.KarinPower@oregonlegislature.gov;
Rep.DanRayfield@oregonlegislature.gov; Rep.JeffReardon@oregonlegislature.gov;
Rep.EWernerReschke@oregonlegislature.gov; REP Salinas
<Rep.AndreaSalinas@oregonlegislature.gov>; Rep.TawnaSanchez@oregonlegislature.gov;
Rep.GregSmith@oregonlegislature.gov; Rep.BarbaraSmithWarner@oregonlegislature.gov;
Rep.DavidBrockSmith@oregonlegislature.gov; Rep.JaneenSollman@oregonlegislature.gov;
Rep.SherrieSprenger@oregonlegislature.gov; Rep.DuaneStark@oregonlegislature.gov;
Rep.RichVial@oregonlegislature.gov; Rep.GeneWhisnant@oregonlegislature.gov;
Rep.JenniferWilliamson@oregonlegislature.gov; Rep.CarlWilson@oregonlegislature.gov;
Rep.BradWitt@oregonlegislature.gov

Subject: YMCA Moda Tower Child Development Center

August 27, 2018

TO: Dawn Taylor, Director, Office of Child Care, State of Oregon

FROM: Brian Klem, Parent, Resident of Multnomah County, Oregon

RE: Your Office's Intent to Close the YMCA Moda Tower Child Development Center

Dawn,

This is concerning the YMCA Moda Tower Child Development Center "YMCA".

My name is Brian Klem and I am writing on behalf of myself and a group of parents. I am not speaking for or representing the YMCA. I have a 4 ½ year old enrolled at the YMCA. He has received childcare at the YMCA consistently, for 5 days a week, since early 2015.

About the YMCA

The YMCA is an outstanding childcare center. It takes care of up to 68 children 5 years old and under. It is among the most diverse centers in all of Oregon. The YMCA has been led for **16 years** by Judy Booker, a black woman. Teachers include both men and women and who are black, asian and white. The YMCA caters to working families, by being open from 7 AM to 6 PM, Monday to Friday. The YMCA offers scholarships to low income families. The YMCA accepts children who have learning disabilities and behavioral issues.

According to your own Oregon Childcare Safety Portal, in 10 years the YMCA has incurred 16 violations, 10 child injuries, and 0 deaths.

Of the 16 violations, 13 are minor administrative violations, such as a staff member who didn't sign out of their classroom at the end of the day. These violations are among the most minor of the over 4,000 childcare centers that your office regulates. The source is here: <https://childcaresafetyportal.ode.state.or.us/portal/provider-details/64954>

A Severe Situation

On Wednesday August 22 your office began placing phone calls to parents who have children enrolled at the YMCA. The audio of the phone call placed to my family is attached. The audio recording expressed the **Intent to Revoke the Childcare License of the YMCA**, and that a "packet" would be coming in the mail.

What is extremely troubling is that your office provided no additional information as to why. Word started traveling among parents and the the YMCA staff. Sadly, teachers at the YMCA started to learn their jobs were in grave danger, but YMCA management couldn't tell them why. As of Friday August 24 at 5 PM, no additional information had been provided to YMCA management, staff or parents. On Friday, we obtained additional information through a public records request. I have obtained the **NOTICE OF INTENT TO REVOKE AND REQUEST A HEARING. "Notice"**. That letter is attached to this email. On Saturday, we received the "packet".

While this is extremely troubling, it is among the most minor of the actions your office has taken this past week.

Office of Child Care Charges

The notice was signed by you on August 17. This was 10 days ago.

The notice starts by indicating the reason for "Revocation" is **Recordkeeping** and starts by describing an incident from **June 25, 2014, or over 4 years ago**, where a YMCA staff member had an expired record on file with the Central Background Registry.

For people who read this communication, please let the above paragraph sink in for a moment. This hardly speaks to the expectation that Oregonians have of you and your office. Oregonians don't want you to be auditing attendance logs. They want access to high quality, affordable childcare, without 6-24 month wait lists. Under your tenure, in Oregon childcare costs more than higher education. By some measures, Oregon ranks as having the 3rd most expensive childcare in the nation. Source: https://www.oregonlive.com/pacific-northwest-news/index.ssf/2017/12/childcare_is_really_unaffordab.html

The notice continues to to recount all 16 violations that have occurred in the past 10 years.

The notice has grammar issues and incomplete sentences. On page 4, there are multiple incomplete sentences, incoherent fragments, conflicting assertions by you, and sentence duplications. The fragments read as ".....against the director of the facility" and "this in resulted in....." Attachment 3 (3 of 3) is a screenshot from my phone of page 4 of the paper notice, which we received in the mail Saturday.

Dawn, how could you have signed a document this serious given how badly page 4

is written? You couldn't have possibly read it.

The notice gives the YMCA appeal rights and deadlines. It reads "If you fail to request a hearing within 21 days...." on page 5. Your signature of August 17 means 10 days have already passed, and you still have not sent this letter the the YMCA!

Notably, no new violations by the YMCA were named in the notice. The last violation occurred on June 8, 2018.

Pioneer Square Incident

In the middle of page 4, bullet a, you detail an incident at Pioneer Square. The first paragraph states a child fell into a fountain, sustaining a fracture and bruising. The next paragraph, referencing the same child, states they sustained a sprained ankle. Which is it Dawn? Either you committed a serious typographical error or you are falsifying information.

Even if one of the injuries happened, you need to be reminded that the YMCA is in downtown Portland. They face additional issues that centers in suburban areas do not. For example, on their daily walk with their classroom kids, teachers have to guard against literally hundreds of drug addicted homeless people, roaming city streets at all hours. YMCA leadership took action this summer to stop visits to, and outdoor play time at, Overlook Park (heroin drug dealing) and Dawson Park (loitering and cigarette smoking). They have to guard against the new electric scooters, 90% of which are being ridden illegally on city sidewalks at up to **15 MPH**. For you to pick on one incident of the walks that occur every day of the week is completely uncalled for.

Terry Shrunken Plaza Incident

On page 4, bullet b, you detail another safety incident at Terry Shrunken Plaza. I do not have complete information about what happened, but I can tell you it involved a boy with some developmental issues. When my son moved from the trans-pre classroom to preschool in 2017, he had some challenges playing alongside this boy. We brought our concerns to the center director, and she addressed them immediately by working with the boys parents and putting additional structure in place. Looking back, I was a bit selfish, thinking only about my son at the time. What if the YMCA did what most centers would do, and kick him out? It probably would have deeply affected this boy and his ability to advance in school. His parents would have their work disrupted. It's a good thing the YMCA didn't. My son went on to become good friends with this boy, and the boy is off to kindergarten. Yet, when the YMCA takes a leadership position on this, by keeping a child with development issues enrolled, they take on additional risks of an incident occurring. Your actions by highlighting this issue could influence decisions on expelling kids with development issues going forward - the opposite of what is expected of your office.

Comparative Data

A major concern we have is that according to the Childcare Safety Portal, centers with a similar size to the YMCA have incurred 3x the number of injuries and a higher number of violations. What's different is that these centers are in some of the most wealthiest zip codes in all of Oregon, such as the West Hills of Portland. See these links for examples: <https://childcaresafetyportal.ode.state.or.us/portal/provider-details/51911>

<https://childcaresafetyportal.ode.state.or.us/portal/provider-details/14164>

While these centers have incurred a higher number of violations and injuries, they've received a fraction of the number of visits by your staff.

Assertions

Based on this evidence, which is your own data, letters, actions and signatures, we assert this is a callous, unwarranted, politically motivated action that has caused direct damages to the up to 68 working class families at the YMCA, plus the teachers, staff and administrators at the YMCA.

Additionally, based on the evidence and your data, we believe the YMCA has been targeted. We charge that the Office of Child Care and the Early Learning Division has committed an act(s) of racial and socioeconomic discrimination.

Next Steps & Demands

We demand you take the following 3 actions by the deadlines assigned:

- 1. Revoke the Notice.** By **Wednesday September 12 at 5 PM PT**, we expect you to revoke the notice and place the YMCA in good standing.
- 2. New Anti-Discrimination Policy.** By **Wednesday October 31 at 5 PM PT**, we expect you to publish a new anti-discrimination policy for your office. At a minimum, the policy will require your staff to carry out an equal number of unannounced visits to childcare centers in a similar grouping. As an example, a grouping could be all centers with 50+ children in Washington, Multnomah and Clackamas Counties. This policy will ensure that a center that includes lower socioeconomic families will not have more visits than a center that does not. And therefore it would prevent a center from accruing more violations simply because of visit frequency, versus actual safety issues.
- 3. New Communication Policy.** You and your staff must not ever again communicate something of the utmost serious nature and then not provide evidence supporting it. This is highly unfair and unprofessional. If you decide on actions against a childcare center, you must provide all evidence on the same day. You must develop this policy with this language by **Friday October 12 at 5 PM PT**.

The body of evidence and the administrative errors by you and and your staff would suggest that you're not fit for a Director level position at the State of Oregon.

However, if you take the above three actions it would be a sign of redemption and good faith by you.

If you ignore this or do not complete the actions by the deadlines, two things will happen:

1. **Demand for Resignation.** We will demand the resignation of you (Dawn Taylor), Miriam Calderon, and Governor Kate Brown by **Wednesday October 31 at 5 PM PT**. Note that this action could come earlier, because your first deadline is on **Wednesday September 12**.
2. **Discrimination Investigation.** We will demand an independent 3rd party investigation of alleged racial and socioeconomic discrimination of you (Dawn Taylor), Mary McCord, compliance specialist, the Office of Child Care, and the Division of Early Learning.

Please be advised this is a situation the people of Oregon deserve to know about, and could know about in the days ahead. If you would like to discuss this matter, you can contact me by writing to brian.klem@gmail.com

Sincerely,

Brian Klem
Parent

STATE OF OREGON
OREGON DEPARTMENT OF EDUCATION
OFFICE OF CHILD CARE

In the Matter of)

YMCA of Columbia Willamette
YMCA Moda Tower Child Development Center
CC052027)

**NOTICE OF INTENT TO REVOKE AND RIGHT
TO REQUEST A HEARING**

Revocation of Certified Child Care Center License)

To: YMCA of Columbia Willamette
YMCA Moda Tower Child Development Center
601 SW 2nd Ave Ste 110
Portland, OR 97204

The Office of Child Care (OCC), Oregon Department of Education is the state agency charged with licensing child care facilities under ORS 329A.250 through ORS 329A.992 and Oregon Administrative Rules chapter 414, divisions 205, 300, and 350. OCC proposes to revoke your certified childcare center license pursuant to ORS 329A.290 ORS 329A.350(1) and OAR 414-300-0400(1).

YMCA Moda Tower Child Development Center was first issued a Certified Child Care Center license on September 20, 1999, the director of YMCA Moda Tower Child Development Center is Judy Booker. The Certified Child Care Center license renewed on September 20, 2017. The license is currently set to expire on September 20, 2018.

The basis for the proposed Revocation is as follows:

The center has demonstrated a history of non-compliance with the rules for Certified Child Care Centers.

RECORDKEEPING

1. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all time to CCD [OCC]: (c) Personnel record for each staff, which shall include: (D) Verification that the staff is currently enrolled in the Central Background Registry."

As evidenced by:

- a. On or about June 25, 2014, OCC staff made an unannounced visit to the center. During the visit, OCC staff asked to review a CBR enrollment record of a staff member. The CBR record of the staff person was not available. The staff person called to confirm with the OCC his/her enrollment in the CBR. The staff person learned that their CBR enrollment was expired.
2. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff."

As evidenced by:

- b. On or about May 21, 2015, OCC staff made an unannounced visit to the center. During the visit, OCC staff reviewed attendance records for staff. Records indicate two facility staff were not signed in. In addition, one staff, who was on a break, did not sign out on the attendance record.
3. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff." (B) The date, name of each child in attendance, and time of arrival and departure. The record must show the children in attendance at any given time." (C) The current day's attendance records shall be maintained in the child's classroom in paper format."

As evidenced by:

- a. On or about July 30, 2015, OCC staff made an unannounced visit to the center. During the visit OCC staff reviewed attendance records the Pre-K classroom of July 29, 2015. The records indicated there were 20 children signed in and one staff person was signed in. The director provided an electronic attendance record for that staff person that was not located in the classroom as required.
4. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (a) Complete and current information on each child as required in OAR 414-300-0040(4) and (6) (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff." (B) The date, name of each child in attendance, and time of arrival and departure. The record must show the children in attendance at any given time."

As evidenced by:

- a. On or about July 31, 2017, OCC staff made an unannounced visit to the center. During the visit OCC staff reviewed records that indicated two children were not signed out, and two staff who either were not signed in or not signed out.
5. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff."

As evidenced by:

- a. On or about February 12, 2018, OCC staff conducted an unannounced visit to the center. During the visit, OCC staff reviewed the attendance for a group of children and staff for February 7, 2018. Although there were three staff signed in, the director admitted one of the staff had signed in on the incorrect roster.
 - b. On or about May 8, 2018, OCC staff conducted an unannounced visit to the center. During the visit OCC staff reviewed attendance for the day. Several classrooms did not have correct attendance for staff or children.
 - c. On or about June 8, 2018, OCC staff conducted an unannounced visit to the center. During the visit OCC staff reviewed available attendance records for the day. The records indicated that staff were not signed out in one of the classrooms.

6. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to OCC: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff. (B) The date, name of each child in attendance, and time of arrival and departure. The record must show the children in attendance at any given time."

- a. On or about May 8, 2018, OCC staff conducted an unannounced visit to the center. During the visit OCC staff reviewed attendance for the day. Several classrooms did not have correct attendance for staff or children.

GENERAL REQUIREMENTS

7. The center was in violation of OAR 414-300-0070(6)(a) which states, "No one shall have access to child care children or be in the center during child care hours who has demonstrated behavior that may have a detrimental effect on a child. This includes any individual in the center who has or may have unsupervised access, however brief, to child care children (i.e., the owner, the operator, all child care staff, maintenance staff who work on-site during hours of operation, volunteers who may be left alone with children, etc.). This does not apply to parents of children in care when they drop off and pick up their children." "The operator, all child care staff and others as described in section (6) above 18 years of age or older shall be enrolled in CCD's Criminal History Registry prior to the issuance of an initial or renewal certification."

As evidenced by:

- a. On or about July 23, 2012, OCC staff received notification that a staff member's CBR had expired. When the OCC staff made contact with the director, OCC staff learned that staff member had open the facility that morning and was onsite working. The Director was advised the individual had to leave the site and could return upon re-enrollment. The staff person left the site, and the CBR enrollment was renewed at a later date.
8. The center was in violation of OAR 414-300-0070(6)(b) which states, "Prior to any new staff, including a director, or individual being on-site at the center during child care hours, the staff/individual shall be enrolled in the Central Background Registry and the center shall receive verification from CCD [OCC] of the enrollment. This does not apply to parents of children in care unless they are assisting in the provision of child care. Volunteers may be exempt from this rule, as specified in OAR 414-300-0070(7)"

As evidenced by:

- a. On or about February 25, 2014, OCC staff received notification that a staff person's CBR enrollment had expired on February 22, 2014. The director stated that person was working on site at the time and that she would have the staff person leave and re-enroll in the CBR.
 - b. On or about June 25, 2014, OCC staff conducted an unannounced visit to the center. While at the facility, OCC staff asked to review a CBR enrollment record of a staff member. The CBR record of the staff person was not available. The staff person called to confirm with the OCC his/her enrollment in the CBR. The staff person learned that their CBR enrollment was expired.

SUPERVISION AND RATIOS

9. The center was in violation of OAR 414-300-0130(1) and (2) (a) which states, "The number of caregivers and group size shall be determined by the number and ages of the children in attendance." "The maximum number of children in a group and the ratio of caregivers to children specified in Table 3A of this rule shall apply, except that: (a) Except that when all toddler, preschool and school-age children are at rest, the situation permits, and the room is arranged so all children are supervised, there may be one teacher or Aide II supervising the resting room. As children awaken and become active, additional staff shall be added to return ratios to those in Table 3A. Sufficient staff to meet the required ratio shall be in the facility and able to be summoned by the caregiver without leaving the resting room."

As evidenced by:

- a. On or about March 15, 2012, OCC staff conducted an unannounced visit to assess a complaint allegation that the center was operating out of ratio. OCC staff conducted an unannounced visit towards the end of naptime due to a complaint that alleged that the ratios were not correct during those hours. OCC staff observed in the toddler classroom, there were eight children of which seven were awake with one staff person in the classroom with them. The required ratio for this age group is 1:4 with a group size maximum of 8. Additional staff were present but they were not in the room as required.
 - b. On or about February 12, 2018, OCC staff conducted an unannounced visit to the center to assess a complaint allegation that the center was operating out of ratio during an outing. During the visit, OCC staff reviewed the attendance and enrollment records for the date February 7, 2018, the same day of the outing to Pioneer Courthouse Square. The record indicated there were 15 children present, at least two children were under 30 months of age. There were two staff qualified as teachers with the group of children. The ratio for this age group is 1:4 and the group size is eight. The number of staff present for this many children did not meet what is required.
10. The center was in violation of OAR 414-300-0130 (1) and (3) which states, "Children shall at all times have the full attention of the appropriate number of staff. Children shall be within sight and sound of a caregiver at all times."

As evidenced by:

- a. On or about February 12, 2018 OCC staff conducted an unannounced visit to the center to follow up with the facility after learning a child received an injury during an outing at Pioneer Courthouse Square. During the visit, the director acknowledged a child fell into an empty fountain, sustaining a fracture and bruising. Neither of the staff knew the child fell, until the child began crying. This incident resulted in:

The child, age 2, fell onto the marble fountain area from an unknown distance, at the plaza located in downtown Portland constructed mostly of hard brick surface. The two year old received a sprained ankle during the fall that occurred while not being supervised by facility staff during the outing.
- b. On or about June 8, 2018 OCC staff conducted an unannounced visit to the center to assess a complaint alleging that during an outdoor activity at Terry Shunk Plaza. On May 31, 2018, two 5 year old boys were engaged in inappropriate behavior of a serious nature. During the visit, the director confirmed that staff from another agency and a passerby observed one child instigating inappropriate behavior of a serious nature with another child. This inappropriate behavior occurred within close proximity of the staff and the other children that were on the outing. Neither staff of the facility, or the volunteer who were with the childcare children on the outing, saw it occur. A passerby approached one of the facility staff and alerted facility staff to watch the two children. Another staff person then approached the children and spoke to both about their behavior. This incident resulted in

CONCLUSION

The Center has been unwilling or unable to maintain compliance with rules relating to the health and safety of child care children. Pursuant to ORS 329A.350(1) and OAR 414-300-0400(1), Certification may be denied or revoked if a center fails to meet requirements, provide OCC with information requested, allow an inspection, correct deficiencies, or is operated or maintained in a manner which is harmful to the health, safety or wellbeing of children in care.

As set forth above, the center has demonstrated that it is unable or unwilling to fully comply with the rules for Certified Child Care Centers, has failed to meet requirements set forth in applicable administrative rules, has failed to correct many deficiencies, and has demonstrated ongoing noncompliance. Each instance of non-compliance is an independent basis for Revocation. These violations, individually and together, raise serious

concerns about the Center's ability and willingness to comply with applicable regulations and maintain compliance with supervision and safety of childcare children. Based on the Center's serious history of noncompliance with the rules designed to ensure adequate supervision and safety of childcare children, the OCC is proposing to Revoke the Certified Child Care Center License.

NOTICE OF RIGHT TO REQUEST HEARING

You are entitled to a hearing as provided by the Administrative Procedures Act (chapter 183, Oregon Revised Statutes). If you want a hearing, you must make a written request to the OCC no later than 21 days from the date this Notice was mailed. The request should be sent to the Office of Child Care, 700 Summer St. Suite 350., NE, Salem, OR 97301. The request may also be submitted via fax at (503) 947-1428 or e-mail occ.hearings@state.or.us.

If you request a hearing, you will be notified of the time and place of the hearing. You may be represented by legal counsel at the hearing. Legal aid organizations may be able to assist you if you have limited resources. The OCC will be represented by an Assistant Attorney General from the Oregon Department of Justice. You will be provided information on the procedures, right of representation, and other rights of parties relating to the conduct of the hearing before commencement of the hearing. Any hearing will be conducted by an administrative law judge from the Office of Administrative Hearings, assigned as required by ORS 183.635.

If you fail to request a hearing within 21 days, if you request a hearing and subsequently withdraw your request for hearing, if you fail to appear for the hearing, or if a hearing is scheduled and you later notify the OCC or the administrative law judge that you will not appear at the specified time and place, the OCC may issue a final order by default. If the OCC issues a final order by default, the OCC designates the relevant portions of its files on this matter, including all materials that you have submitted relating to this matter, as the record for purposes of proving a prima facie case upon default.

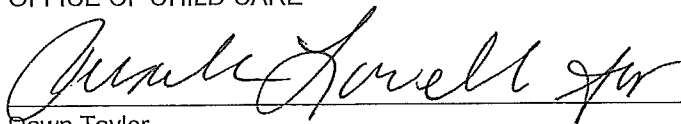
When the agency is required to issue a contested case notice pursuant to ORS 183.415, the notice shall include: (h) If the party is an agency, corporation, partnership, limited liability company, trust, government body or an unincorporated association, a statement that the party must be represented by an attorney licensed in Oregon, unless statutes applicable to the contested case proceeding specifically provide otherwise.

NOTICE TO ACTIVE DUTY SERVICE MEMBERS

Active duty service members have a right to stay proceedings under the federal Service members Civil Relief Act and may contact the Oregon State Bar (1-800-452-8260) or the Oregon Military Department for more information (1-800-452-7500). The United States Armed Forces Legal Assistance Legal Services Locator can be accessed at <http://legalassistance.law.af.mil/content/locator.php>

DATED this 17th day of August 2018

OFFICE OF CHILD CARE



Dawn Taylor
Child Care Director

DT:mm

Attachment Voicemail_15039471400_20180823 (1)_9.mp3 (136882 Bytes) cannot be converted to PDF format.

From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: FW: Gov. quote in release on Pacific Salmon Treaty?
Date: Monday, August 27, 2018 12:04:31 PM
Attachments: [Pacific Salmon Treaty final News Release JS TL.docx](#)
[image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)

Nikki, throwing this your way for consideration with Chris.

From: "Lee, Tara (GOV)" <tara.lee@gov.wa.gov>
Date: Monday, August 27, 2018 at 9:48 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Gov. quote in release on Pacific Salmon Treaty?

Hey guys,

Hope this finds you well. We are working to finalize a release for Wednesday (29th) on the Pacific Salmon treaty. We are wondering if you'd like to include a quote from Gov. Brown.

Obviously, if you want to join, we can tweak some of the language "Agreement to boost salmon returning to Washington waters"... could be waters of the Pacific Northwest or something like that..."

The draft is attached. Let me know if you think.

Thanks, Tara

TARA LEE

Deputy Communications Director | Office of Governor Jay Inslee
Desk: 360.902.0632 | Mobile: 360.688.3061
www.governor.wa.gov | tara.lee@gov.wa.gov

Email communications with state employees are public records and may be subject to disclosure, pursuant to Ch. 42.56 RCW.



Agreement to boost salmon returning to Washington waters

OLYMPIA –Representatives from the United States and Canada have agreed to recommend their governments approve new coast-wide fishing agreements under the Pacific Salmon Treaty.

The 10-year agreement outlines each nation's fishery management plans for chinook, coho and chum stocks from 2019 to 2028. If approved, the treaty will result in more salmon returning to Washington and Oregon waters, where many populations are listed for protection under the federal Endangered Species Act.

"This step comes at a crucial time as we continue to see declines in chinook salmon populations around Puget Sound," Inslee said. "As we work with our international partners to send more fish into our waters, it becomes even more crucial that state leaders do what's necessary to protect and restore habitat and address the dire needs of these fish."

[Quote from Gov. Kate Brown of Oregon?]

Principles of the treaty, originally agreed upon in 1985, define the obligation of Canada and the United States to conduct their fisheries in a manner that prevents overfishing and allows each country to receive benefits equivalent to the production of salmon originating in each nation's waters.

The governments of Canada and the United States must approve the recommendations of the Pacific Salmon Commission before implementation can occur in 2019. The U.S. commissioners include representatives from Washington state, Oregon, Alaska and Northwest and Columbia River Treaty Tribes. Phil Anderson, former director of the Washington state Department of Fish and Wildlife, is the lead negotiator for the United States.

"We faced some very challenging issues in these negotiations," Anderson said. "I appreciate everyone's willingness to work together to come up with a plan that will create a better future for salmon in Washington."

The most significant changes in the treaty involve chinook salmon, which migrate from Washington's rivers and streams north to the marine waters of British Columbia and southeast Alaska. While feeding in those waters, the fish are vulnerable to fisheries in British Columbia and Alaska.

Under the new terms, Canada will reduce its chinook fisheries by as much as 12.5 percent from 2009-2015 levels while Alaska will cut fisheries to reduce impacts to chinook by as much as 7.5 percent from 2009 levels during years when poor salmon

runs are expected. Fisheries in Washington will remain tightly constrained unless runs exceed management objectives.

As part of the agreement, U.S. commissioners will seek additional federal funding for salmon habitat improvement, habitat protection, and hatchery conservation programs within Puget Sound.

Details about the federal funding are expected to be finalized within the next month. U.S. commissioners anticipate a funding request that is equal to or more than the 2009 one-time request of \$50 million.

“This agreement corresponds with the efforts I asked state agencies to take earlier this year to benefit southern resident killer whales and salmon,” Inslee said. “Additional federal funding is essential in order to make the key conservation work possible to recover salmon, and in turn, our orcas.”

The governor established a task force to address threats to killer whales such as the lack of prey (salmon) and toxic contaminants in the water. More information can be found online at <https://www.governor.wa.gov/issues/issues/energy-environment/southern-resident-killer-whale-recovery-and-task-force>.













From: [PAIR Chris * GOV](#)
To: [Kim Wollenburg](#); [KONDAYEN Kate * GOV](#); [FISHER Nikki * GOV](#)
Subject: Re: Notice of Flag Lowering
Date: Monday, August 27, 2018 12:15:17 PM

Hi Kim,

We distribute notification to the list we use for statewide press releases. I can add you to that, but it also means you'll get all other press releases too. However, Murray McNeil at DAS has a list just for flag orders that he forwards our flag releases to. If you'd like to be on that instead, his email is: murray.mcneil@oregon.gov

Best,
Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: Kim Wollenburg <kwollenb@cityofmillersburg.org>
Date: Monday, August 27, 2018 at 9:49 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Notice of Flag Lowering

Morning!

I would like to get a on list where I get notifications either from the Governor's office on all matters or if there is one just for flag lowering. I thought I'd signed up but maybe it didn't. We'd like to honor the Governor's direction.

Thanks!

Kimberly Wollenburg
City Recorder
City of Millersburg
(541) 928-4523

From: [MORAWSKI Lisa - CEDO](#)
To: [BERNT Betty - ELD](#); [KONDAYEN Kate * GOV](#)
Subject: RE: YMCA Moda Tower Child Development Center
Date: Monday, August 27, 2018 12:16:02 PM

Thanks. Do you have a copy of the packet that went out to families? I would love to see that.
Lisa

From: BERNT Betty - ELD
Sent: Monday, August 27, 2018 11:40 AM
To: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: YMCA Moda Tower Child Development Center

I assume you are aware of this, but just in case...

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: MCCORD Mary - ELD
Sent: Monday, August 27, 2018 10:50 AM
To: BERNT Betty - ELD <Betty.Bernt@ode.state.or.us>
Subject: FW: YMCA Moda Tower Child Development Center

This is what we were discussing this morning with Dawn. Sending you this information to keep you aware.

From: Brian Klem <brian.klem@gmail.com>
Sent: Monday, August 27, 2018 8:14 AM
To: dawn.taylor@state.or.us
Cc: mary.mccord@state.or.us; miriam.calderon@state.or.us; michael.b.cox@portlandoregon.gov; kristin.dennis@portlandoregon.gov; BLOSSER Nik * GOV <Nik.BLOSSER@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@state.or.us>; gina.zejdik@state.or.us; Rep.TeresaAlonsoLeon@oregonlegislature.gov; Rep.JeffBarker@oregonlegislature.gov; Rep.PhilBarnhart@oregonlegislature.gov; Rep.GregBarreto@oregonlegislature.gov; Rep.DenycBoles@oregonlegislature.gov; Rep.DanielBonham@oregonlegislature.gov; Rep.DeborahBoone@oregonlegislature.gov; Rep.KnuteBuehler@oregonlegislature.gov; Rep.JanelleBynum@oregonlegislature.gov; Rep.BrianClem@oregonlegislature.gov; Rep.MargaretDoherty@oregonlegislature.gov; Rep.SalEsquivel@oregonlegislature.gov; Rep.PaulEvans@oregonlegislature.gov; Rep.JulieFahey@oregonlegislature.gov; Rep.LynnFindley@oregonlegislature.gov; Rep.DavidGomberg@oregonlegislature.gov; Rep.ChrisGorsek@oregonlegislature.gov; Rep.MitchGreenlick@oregonlegislature.gov; Rep.CedricHayden@oregonlegislature.gov; Rep.JeffHelfrich@oregonlegislature.gov; Rep.KenHelm@oregonlegislature.gov; Rep.DiegoHernandez@oregonlegislature.gov; Rep.PaulHolvey@oregonlegislature.gov; Rep.BillKennemer@oregonlegislature.gov; Rep.AlissaKenyGuyer@oregonlegislature.gov; Rep.TinaKotek@oregonlegislature.gov;

Rep.GaryLeif@oregonlegislature.gov; Rep.RickLewis@oregonlegislature.gov;
Rep.JohnLively@oregonlegislature.gov; Rep.SheriMalstrom@oregonlegislature.gov;
Rep.PamMarsh@oregonlegislature.gov; Rep.CaddyMcKeown@oregonlegislature.gov;
Rep.SusanMcClain@oregonlegislature.gov; Rep.MikeMcLane@oregonlegislature.gov;
Rep.MarkMeek@oregonlegislature.gov; Rep.NancyNathanson@oregonlegislature.gov;
Rep.MikeNearman@oregonlegislature.gov; Rep.RonNoble@oregonlegislature.gov;
Rep.RobNosse@oregonlegislature.gov; Rep.AndyOlson@oregonlegislature.gov;
Rep.JulieParrish@oregonlegislature.gov; Rep.CarlaPiluso@oregonlegislature.gov;
Rep.BillPost@oregonlegislature.gov; Rep.KarinPower@oregonlegislature.gov;
Rep.DanRayfield@oregonlegislature.gov; Rep.JeffReardon@oregonlegislature.gov;
Rep.EWernerReschke@oregonlegislature.gov; REP Salinas
<Rep.AndreaSalinas@oregonlegislature.gov>; Rep.TawnaSanchez@oregonlegislature.gov;
Rep.GregSmith@oregonlegislature.gov; Rep.BarbaraSmithWarner@oregonlegislature.gov;
Rep.DavidBrockSmith@oregonlegislature.gov; Rep.JaneenSollman@oregonlegislature.gov;
Rep.SherrieSprenger@oregonlegislature.gov; Rep.DuaneStark@oregonlegislature.gov;
Rep.RichVial@oregonlegislature.gov; Rep.GeneWhisnant@oregonlegislature.gov;
Rep.JenniferWilliamson@oregonlegislature.gov; Rep.CarlWilson@oregonlegislature.gov;
Rep.BradWitt@oregonlegislature.gov

Subject: YMCA Moda Tower Child Development Center

August 27, 2018

TO: Dawn Taylor, Director, Office of Child Care, State of Oregon

FROM: Brian Klem, Parent, Resident of Multnomah County, Oregon

RE: Your Office's Intent to Close the YMCA Moda Tower Child Development Center

Dawn,

This is concerning the YMCA Moda Tower Child Development Center "YMCA".

My name is Brian Klem and I am writing on behalf of myself and a group of parents. I am not speaking for or representing the YMCA. I have a 4 ½ year old enrolled at the YMCA. He has received childcare at the YMCA consistently, for 5 days a week, since early 2015.

About the YMCA

The YMCA is an outstanding childcare center. It takes care of up to 68 children 5 years old and under. It is among the most diverse centers in all of Oregon. The YMCA has been led for **16 years** by Judy Booker, a black woman. Teachers include both men and women and who are black, asian and white. The YMCA caters to working families, by being open from 7 AM to 6 PM, Monday to Friday. The YMCA offers scholarships to low income families. The YMCA accepts children who have learning disabilities and behavioral issues.

According to your own Oregon Childcare Safety Portal, in 10 years the YMCA has incurred 16 violations, 10 child injuries, and 0 deaths.

Of the 16 violations, 13 are minor administrative violations, such as a staff member who didn't sign out of their classroom at the end of the day. These violations are among the most minor of the over 4,000 childcare centers that your office regulates. The source is here: <https://childcaresafetyportal.ode.state.or.us/portal/provider-details/64954>

A Severe Situation

On Wednesday August 22 your office began placing phone calls to parents who have children enrolled at the YMCA. The audio of the phone call placed to my family is attached. The audio recording expressed the **Intent to Revoke the Childcare License of the YMCA**, and that a "packet" would be coming in the mail.

What is extremely troubling is that your office provided no additional information as to why. Word started traveling among parents and the the YMCA staff. Sadly, teachers at the YMCA started to learn their jobs were in grave danger, but YMCA management couldn't tell them why. As of Friday August 24 at 5 PM, no additional information had been provided to YMCA management, staff or parents. On Friday, we obtained additional information through a public records request. I have obtained the **NOTICE OF INTENT TO REVOKE AND REQUEST A HEARING. "Notice"**. That letter is attached to this email. On Saturday, we received the "packet".

While this is extremely troubling, it is among the most minor of the actions your office has taken this past week.

Office of Child Care Charges

The notice was signed by you on August 17. This was 10 days ago.

The notice starts by indicating the reason for "Revocation" is **Recordkeeping** and starts by describing an incident from **June 25, 2014, or over 4 years ago**, where a YMCA staff member had an expired record on file with the Central Background Registry.

For people who read this communication, please let the above paragraph sink in for a moment. This hardly speaks to the expectation that Oregonians have of you and your office. Oregonians don't want you to be auditing attendance logs. They want access to high quality, affordable childcare, without 6-24 month wait lists. Under your tenure, in Oregon childcare costs more than higher education. By some measures, Oregon ranks as having the 3rd most expensive childcare in the nation. Source: https://www.oregonlive.com/pacific-northwest-news/index.ssf/2017/12/childcare_is_really_unaffordab.html

The notice continues to to recount all 16 violations that have occurred in the past 10 years.

The notice has grammar issues and incomplete sentences. On page 4, there are multiple incomplete sentences, incoherent fragments, conflicting assertions by you, and sentence duplications. The fragments read as ".....against the director of the facility" and "this in resulted in....." Attachment 3 (3 of 3) is a screenshot from my phone of page 4 of the paper notice, which we received in the mail Saturday.

Dawn, how could you have signed a document this serious given how badly page 4 is written? You couldn't have possibly read it.

The notice gives the YMCA appeal rights and deadlines. It reads “If you fail to request a hearing within 21 days....” on page 5. Your signature of August 17 means 10 days have already passed, and you still have not sent this letter the the YMCA!

Notably, no new violations by the YMCA were named in the notice. The last violation occurred on June 8, 2018.

Pioneer Square Incident

In the middle of page 4, bullet a, you detail an incident at Pioneer Square. The first paragraph states a child fell into a fountain, sustaining a fracture and bruising. The next paragraph, referencing the same child, states they sustained a sprained ankle. Which is it Dawn? Either you committed a serious typographical error or you are falsifying information.

Even if one of the injuries happened, you need to be reminded that the YMCA is in downtown Portland. They face additional issues that centers in suburban areas do not. For example, on their daily walk with their classroom kids, teachers have to guard against literally hundreds of drug addicted homeless people, roaming city streets at all hours. YMCA leadership took action this summer to stop visits to, and outdoor play time at, Overlook Park (heroin drug dealing) and Dawson Park (loitering and cigarette smoking). They have to guard against the new electric scooters, 90% of which are being ridden illegally on city sidewalks at up to **15 MPH**. For you to pick on one incident of the walks that occur every day of the week is completely uncalled for.

Terry Shrunk Plaza Incident

On page 4, bullet b, you detail another safety incident at Terry Shrunk Plaza. I do not have complete information about what happened, but I can tell you it involved a boy with some developmental issues. When my son moved from the trans-pre classroom to preschool in 2017, he had some challenges playing alongside this boy. We brought our concerns to the center director, and she addressed them immediately by working with the boys parents and putting additional structure in place. Looking back, I was a bit selfish, thinking only about my son at the time. What if the YMCA did what most centers would do, and kick him out? It probably would have deeply affected this boy and his ability to advance in school. His parents would have their work disrupted. It's a good thing the YMCA didn't. My son went on to become good friends with this boy, and the boy is off to kindergarten. Yet, when the YMCA takes a leadership position on this, by keeping a child with development issues enrolled, they take on additional risks of an incident occurring. Your actions by highlighting this issue could influence decisions on expelling kids with development issues going forward - the opposite of what is expected of your office.

Comparative Data

A major concern we have is that according to the Childcare Safety Portal, centers with a similar size to the YMCA have incurred 3x the number of injuries and a higher number of violations. What's different is that these centers are in some of the most wealthiest zip codes in all of Oregon, such as the West Hills of Portland. See these links for examples: <https://childcaresafetyportal.ode.state.or.us/portal/provider-details/51911>
<https://childcaresafetyportal.ode.state.or.us/portal/provider-details/14164>

While these centers have incurred a higher number of violations and injuries, they've received a fraction of the number of visits by your staff.

Assertions

Based on this evidence, which is your own data, letters, actions and signatures, we assert this is a callous, unwarranted, politically motivated action that has caused direct damages to the up to 68 working class families at the YMCA, plus the teachers, staff and administrators at the YMCA.

Additionally, based on the evidence and your data, we believe the YMCA has been targeted. We charge that the Office of Child Care and the Early Learning Division has committed an act(s) of racial and socioeconomic discrimination.

Next Steps & Demands

We demand you take the following 3 actions by the deadlines assigned:

- 1. Revoke the Notice.** By **Wednesday September 12 at 5 PM PT**, we expect you to revoke the notice and place the YMCA in good standing.
- 2. New Anti-Discrimination Policy.** By **Wednesday October 31 at 5 PM PT**, we expect you to publish a new anti-discrimination policy for your office. At a minimum, the policy will require your staff to carry out an equal number of unannounced visits to childcare centers in a similar grouping. As an example, a grouping could be all centers with 50+ children in Washington, Multnomah and Clackamas Counties. This policy will ensure that a center that includes lower socioeconomic families will not have more visits than a center that does not. And therefore it would prevent a center from accruing more violations simply because of visit frequency, versus actual safety issues.
- 3. New Communication Policy.** You and your staff must not ever again communicate something of the utmost serious nature and then not provide evidence supporting it. This is highly unfair and unprofessional. If you decide on actions against a childcare center, you must provide all evidence on the same day. You must develop this policy with this language by **Friday October 12 at 5 PM PT**.

The body of evidence and the administrative errors by you and your staff would suggest that you're not fit for a Director level position at the State of Oregon.

However, if you take the above three actions it would be a sign of redemption and good faith by you.

If you ignore this or do not complete the actions by the deadlines, two things will happen:

- 1. Demand for Resignation.** We will demand the resignation of you (Dawn Taylor),

Miriam Calderon, and Governor Kate Brown by **Wednesday October 31 at 5 PM PT**. Note that this action could come earlier, because your first deadline is on **Wednesday September 12**.

2. **Discrimination Investigation.** We will demand an independent 3rd party investigation of alleged racial and socioeconomic discrimination of you (Dawn Taylor), Mary McCord, compliance specialist, the Office of Child Care, and the Division of Early Learning.

Please be advised this is a situation the people of Oregon deserve to know about, and could know about in the days ahead. If you would like to discuss this matter, you can contact me by writing to brian.klem@gmail.com

Sincerely,

Brian Klem
Parent

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#); [FISHER Nikki * GOV](#)
Subject: Re: Gov. quote in release on Pacific Salmon Treaty?
Date: Monday, August 27, 2018 12:18:13 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)

Nikki,
Check with Jason on this.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Monday, August 27, 2018 at 12:04 PM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: Gov. quote in release on Pacific Salmon Treaty?

Nikki, throwing this your way for consideration with Chris.

From: "Lee, Tara (GOV)" <tara.lee@gov.wa.gov>
Date: Monday, August 27, 2018 at 9:48 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Gov. quote in release on Pacific Salmon Treaty?

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Thanks, Tara

TARA LEE

Deputy Communications Director | Office of Governor Jay Inslee
Desk: 360.902.0632 | Mobile: 360.688.3061
www.governor.wa.gov | tara.lee@gov.wa.gov

Email communications with state employees are public records and may be subject to disclosure, pursuant to Ch. 42.56 RCW.















From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: FW: For Colt's Immediate Review
Date: Monday, August 27, 2018 12:26:44 PM

Kate,

Pending Colt's approval, I'll send this out internally. Are you all good with this message?



From: SIEGEL Marc - ODE
Sent: Monday, August 27, 2018 12:25 PM
To: GILL Colt - ODE <colt.gill@ode.state.or.us>
Subject: For Colt's Immediate Review

Colt,

What if we send a message from you that says:

"Dear Colleagues,

Governor Brown unveiled her strategy this morning for creating a seamless system of education from cradle to career. Our commitment to equity and excellence for every learner is woven throughout the policy agenda and I encourage you to take time to review the press release and the policy agenda.

If you have questions or comments, please send them to [communications](#)."

From: Governor Kate Brown Press Office <governors.press=das.state.or.us@mail72.us4.mcsv.net>
On Behalf Of Governor Kate Brown Press Office
Sent: Monday, August 27, 2018 9:15 AM
To: marc.siegel@state.or.us
Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

Is this email not displaying correctly?
[View it in your browser.](#)



NEWS RELEASE

August 27, 2018

Media Contact:

[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career](#).

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full, 180-day school year; and increased investments in career technical education and post-secondary pathways."

[Governor Brown's agenda](#) for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. A multi-pronged approach is essential to address the needs relating to the "whole child," as no single solution will change the future of Oregon's students. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

###

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Oregon Office of the Governor • 254 State Capitol • 900 Court Street NE • Salem, Oregon 97301 • USA

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Subject: Re: For Colt's Immediate Review
Date: Monday, August 27, 2018 12:27:49 PM

Looks good to me! Thanks for the heads up.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Monday, August 27, 2018 at 12:26 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: For Colt's Immediate Review

Kate,

Pending Colt's approval, I'll send this out internally. Are you all good with this message?



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: SIEGEL Marc - ODE
Sent: Monday, August 27, 2018 12:25 PM
To: GILL Colt - ODE <colt.gill@ode.state.or.us>
Subject: For Colt's Immediate Review

Colt,

What if we send a message from you that says:

"Dear Colleagues,

Governor Brown unveiled her strategy this morning for creating a seamless system of education from cradle to career. Our commitment to equity and excellence for every learner is woven throughout the policy agenda and I encourage you to take time to review the press release and the policy agenda.

If you have questions or comments, please send them to [communications.](#)"

From: Governor Kate Brown Press Office <governors.press@das.state.or.us@mail72.us4.mcsv.net>
On Behalf Of Governor Kate Brown Press Office

Sent: Monday, August 27, 2018 9:15 AM

To: marc.siegel@state.or.us

Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:

[Kate Kondaven](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career](#).

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full, 180-day school year; and increased investments in career technical education and post-secondary pathways."

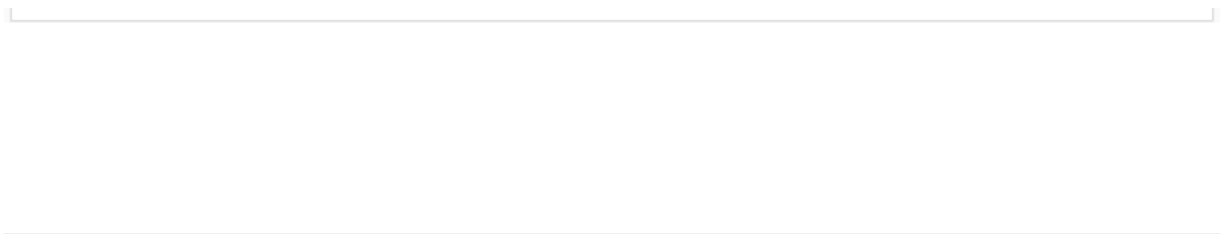
[Governor Brown's agenda](#) for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. A multi-pronged approach is essential to address the needs relating to the "whole child," as no single solution will change the future of Oregon's students. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

###

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|

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [LESLIE Berri * GOV](#)
Subject: FW: YMCA Moda Tower Child Development Center
Date: Monday, August 27, 2018 12:45:56 PM

I wanted to share the below email, originally address to Dawn Woods at ELD, as an FYI with you both. I'll get more info later today, but wanted to excerpt the most relevant info below:

On Wednesday August 22 your office began placing phone calls to parents who have children enrolled at the YMCA. The audio of the phone call placed to my family is attached. The audio recording expressed the **Intent to Revoke the Childcare License of the YMCA**, and that a "packet" would be coming in the mail.

What is extremely troubling is that your office provided no additional information as to why. Word started traveling among parents and the the YMCA staff. Sadly, teachers at the YMCA started to learn their jobs were in grave danger, but YMCA management couldn't tell them why. As of Friday August 24 at 5 PM, no additional information had been provided to YMCA management, staff or parents. On Friday, we obtained additional information through a public records request.

....

However, if you take the above three actions it would be a sign of redemption and good faith by you.

If you ignore this or do not complete the actions by the deadlines, two things will happen:

- 1. Demand for Resignation.** We will demand the resignation of you (Dawn Taylor), Miriam Calderon, and Governor Kate Brown by **Wednesday October 31 at 5 PM PT**. Note that this action could come earlier, because your first deadline is on **Wednesday September 12**.

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Monday, August 27, 2018 at 12:16 PM
To: BERNT Betty - ELD <betty.bernt@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: YMCA Moda Tower Child Development Center

Thanks. Do you have a copy of the packet that went out to families? I would love to see that.
Lisa

From: BERNT Betty - ELD
Sent: Monday, August 27, 2018 11:40 AM
To: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: YMCA Moda Tower Child Development Center

I assume you are aware of this, but just in case...

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: MCCORD Mary - ELD
Sent: Monday, August 27, 2018 10:50 AM
To: BERNT Betty - ELD <Betty.Bernt@ode.state.or.us>
Subject: FW: YMCA Moda Tower Child Development Center

This is what we were discussing this morning with Dawn. Sending you this information to keep you aware.

From: Brian Klem <brian.klem@gmail.com>
Sent: Monday, August 27, 2018 8:14 AM
To: dawn.taylor@state.or.us
Cc: mary.mccord@state.or.us; miriam.calderon@state.or.us; michael.b.cox@portlandoregon.gov; kristin.dennis@portlandoregon.gov; BLOSSER Nik * GOV <Nik.BLOSSER@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@state.or.us>; gina.zejdik@state.or.us;
Rep.TeresaAlonsoLeon@oregonlegislature.gov; Rep.JeffBarker@oregonlegislature.gov;
Rep.PhilBarnhart@oregonlegislature.gov; Rep.GregBarreto@oregonlegislature.gov;
Rep.DenycBoles@oregonlegislature.gov; Rep.DanielBonham@oregonlegislature.gov;
Rep.DeborahBoone@oregonlegislature.gov; Rep.KnuteBuehler@oregonlegislature.gov;
Rep.JanelleBynum@oregonlegislature.gov; Rep.BrianClem@oregonlegislature.gov;
Rep.MargaretDoherty@oregonlegislature.gov; Rep.SalEsquivel@oregonlegislature.gov;
Rep.PaulEvans@oregonlegislature.gov; Rep.JulieFahey@oregonlegislature.gov;
Rep.LynnFindley@oregonlegislature.gov; Rep.DavidGomberg@oregonlegislature.gov;
Rep.ChrisGorsek@oregonlegislature.gov; Rep.MitchGreenlick@oregonlegislature.gov;
Rep.CedricHayden@oregonlegislature.gov; Rep.JeffHelfrich@oregonlegislature.gov;
Rep.KenHelm@oregonlegislature.gov; Rep.DiegoHernandez@oregonlegislature.gov;
Rep.PaulHolvey@oregonlegislature.gov; Rep.BillKennemer@oregonlegislature.gov;
Rep.AliciaKenyGuyer@oregonlegislature.gov; Rep.TinaKotek@oregonlegislature.gov;
Rep.GaryLeif@oregonlegislature.gov; Rep.RickLewis@oregonlegislature.gov;
Rep.JohnLively@oregonlegislature.gov; Rep.SheriMalstrom@oregonlegislature.gov;
Rep.PamMarsh@oregonlegislature.gov; Rep.CaddyMcKeown@oregonlegislature.gov;
Rep.SusanMcClain@oregonlegislature.gov; Rep.MikeMcLane@oregonlegislature.gov;
Rep.MarkMeek@oregonlegislature.gov; Rep.NancyNathanson@oregonlegislature.gov;
Rep.MikeNearman@oregonlegislature.gov; Rep.RonNoble@oregonlegislature.gov;
Rep.RobNosse@oregonlegislature.gov; Rep.AndyOlson@oregonlegislature.gov;
Rep.JulieParrish@oregonlegislature.gov; Rep.CarlaPiluso@oregonlegislature.gov;
Rep.BillPost@oregonlegislature.gov; Rep.KarinPower@oregonlegislature.gov;
Rep.DanRayfield@oregonlegislature.gov; Rep.JeffReardon@oregonlegislature.gov;
Rep.EWernerReschke@oregonlegislature.gov; REP Salinas
<Rep.AndreaSalinas@oregonlegislature.gov>; Rep.TawnaSanchez@oregonlegislature.gov;
Rep.GregSmith@oregonlegislature.gov; Rep.BarbaraSmithWarner@oregonlegislature.gov;

Rep.DavidBrockSmith@oregonlegislature.gov; Rep.JaneenSollman@oregonlegislature.gov;
Rep.SherrieSprenger@oregonlegislature.gov; Rep.DuaneStark@oregonlegislature.gov;
Rep.RichVial@oregonlegislature.gov; Rep.GeneWhisnant@oregonlegislature.gov;
Rep.JenniferWilliamson@oregonlegislature.gov; Rep.CarlWilson@oregonlegislature.gov;
Rep.BradWitt@oregonlegislature.gov

Subject: YMCA Moda Tower Child Development Center

August 27, 2018

TO: Dawn Taylor, Director, Office of Child Care, State of Oregon

FROM: Brian Klem, Parent, Resident of Multnomah County, Oregon

RE: Your Office's Intent to Close the YMCA Moda Tower Child Development Center

Dawn,

This is concerning the YMCA Moda Tower Child Development Center "YMCA".

My name is Brian Klem and I am writing on behalf of myself and a group of parents. I am not speaking for or representing the YMCA. I have a 4 ½ year old enrolled at the YMCA. He has received childcare at the YMCA consistently, for 5 days a week, since early 2015.

About the YMCA

The YMCA is an outstanding childcare center. It takes care of up to 68 children 5 years old and under. It is among the most diverse centers in all of Oregon. The YMCA has been led for **16 years** by Judy Booker, a black woman. Teachers include both men and women and who are black, asian and white. The YMCA caters to working families, by being open from 7 AM to 6 PM, Monday to Friday. The YMCA offers scholarships to low income families. The YMCA accepts children who have learning disabilities and behavioral issues.

According to your own Oregon Childcare Safety Portal, in 10 years the YMCA has incurred 16 violations, 10 child injuries, and 0 deaths.

Of the 16 violations, 13 are minor administrative violations, such as a staff member who didn't sign out of their classroom at the end of the day. These violations are among the most minor of the over 4,000 childcare centers that your office regulates. The source is here: <https://childcaresafetyportal.ode.state.or.us/portal/provider-details/64954>

A Severe Situation

On Wednesday August 22 your office began placing phone calls to parents who have children enrolled at the YMCA. The audio of the phone call placed to my family is attached. The audio recording expressed the **Intent to Revoke the Childcare License of the YMCA**, and that a "packet" would be coming in the mail.

What is extremely troubling is that your office provided no additional information as to why. Word started traveling among parents and the the YMCA staff. Sadly, teachers at the YMCA started to learn their jobs were in grave danger, but YMCA management couldn't tell

them why. As of Friday August 24 at 5 PM, no additional information had been provided to YMCA management, staff or parents. On Friday, we obtained additional information through a public records request. I have obtained the **NOTICE OF INTENT TO REVOKE AND REQUEST A HEARING. "Notice"**. That letter is attached to this email. On Saturday, we received the "packet".

While this is extremely troubling, it is among the most minor of the actions your office has taken this past week.

Office of Child Care Charges

The notice was signed by you on August 17. This was 10 days ago.

The notice starts by indicating the reason for "Revocation" is **Recordkeeping** and starts by describing an incident from **June 25, 2014, or over 4 years ago**, where a YMCA staff member had an expired record on file with the Central Background Registry.

For people who read this communication, please let the above paragraph sink in for a moment. This hardly speaks to the expectation that Oregonians have of you and your office. Oregonians don't want you to be auditing attendance logs. They want access to high quality, affordable childcare, without 6-24 month wait lists. Under your tenure, in Oregon childcare costs more than higher education. By some measures, Oregon ranks as having the 3rd most expensive childcare in the nation. Source: https://www.oregonlive.com/pacific-northwest-news/index.ssf/2017/12/childcare_is_really_unaffordab.html

The notice continues to recount all 16 violations that have occurred in the past 10 years.

The notice has grammar issues and incomplete sentences. On page 4, there are multiple incomplete sentences, incoherent fragments, conflicting assertions by you, and sentence duplications. The fragments read as ".....against the director of the facility" and "this in resulted in....." Attachment 3 (3 of 3) is a screenshot from my phone of page 4 of the paper notice, which we received in the mail Saturday.

Dawn, how could you have signed a document this serious given how badly page 4 is written? You couldn't have possibly read it.

The notice gives the YMCA appeal rights and deadlines. It reads "If you fail to request a hearing within 21 days...." on page 5. Your signature of August 17 means 10 days have already passed, and you still have not sent this letter the the YMCA!

Notably, no new violations by the YMCA were named in the notice. The last violation occurred on June 8, 2018.

Pioneer Square Incident

In the middle of page 4, bullet a, you detail an incident at Pioneer Square. The first paragraph states a child fell into a fountain, sustaining a fracture and bruising. The next paragraph, referencing the same child, states they sustained a sprained ankle. Which is it Dawn? Either you committed a serious typographical error or you are falsifying information.

Even if one of the injuries happened, you need to be reminded that the YMCA is in downtown Portland. They face additional issues that centers in suburban areas do not. For example, on their daily walk with their classroom kids, teachers have to guard against literally hundreds of drug addicted homeless people, roaming city streets at all hours. YMCA leadership took action this summer to stop visits to, and outdoor play time at, Overlook Park (heroin drug dealing) and Dawson Park (loitering and cigarette smoking). They have to guard against the new electric scooters, 90% of which are being ridden illegally on city sidewalks at up to **15 MPH**. For you to pick on one incident of the walks that occur every day of the week is completely uncalled for.

Terry Shrunk Plaza Incident

On page 4, bullet b, you detail another safety incident at Terry Shrunk Plaza. I do not have complete information about what happened, but I can tell you it involved a boy with some developmental issues. When my son moved from the trans-pre classroom to preschool in 2017, he had some challenges playing alongside this boy. We brought our concerns to the center director, and she addressed them immediately by working with the boys parents and putting additional structure in place. Looking back, I was a bit selfish, thinking only about my son at the time. What if the YMCA did what most centers would do, and kick him out? It probably would have deeply affected this boy and his ability to advance in school. His parents would have their work disrupted. It's a good thing the YMCA didn't. My son went on to become good friends with this boy, and the boy is off to kindergarten. Yet, when the YMCA takes a leadership position on this, by keeping a child with development issues enrolled, they take on additional risks of an incident occurring. Your actions by highlighting this issue could influence decisions on expelling kids with development issues going forward - the opposite of what is expected of your office.

Comparative Data

A major concern we have is that according to the Childcare Safety Portal, centers with a similar size to the YMCA have incurred 3x the number of injuries and a higher number of violations. What's different is that these centers are in some of the most wealthiest zip codes in all of Oregon, such as the West Hills of Portland. See these links for examples: <https://childcaresafetyportal.ode.state.or.us/portal/provider-details/51911>
<https://childcaresafetyportal.ode.state.or.us/portal/provider-details/14164>

While these centers have incurred a higher number of violations and injuries, they've received a fraction of the number of visits by your staff.

Assertions

Based on this evidence, which is your own data, letters, actions and signatures, we assert this is a callous, unwarranted, politically motivated action that has caused direct damages to the up to 68 working class families at the YMCA, plus the teachers, staff and administrators at the YMCA.

Additionally, based on the evidence and your data, we believe the YMCA has been targeted. We charge that the Office of Child Care and the Early Learning Division has committed an act(s) of racial and socioeconomic discrimination.

Next Steps & Demands

We demand you take the following 3 actions by the deadlines assigned:

1. **Revoke the Notice.** By **Wednesday September 12 at 5 PM PT**, we expect you to revoke the notice and place the YMCA in good standing.
2. **New Anti-Discrimination Policy.** By **Wednesday October 31 at 5 PM PT**, we expect you to publish a new anti-discrimination policy for your office. At a minimum, the policy will require your staff to carry out an equal number of unannounced visits to childcare centers in a similar grouping. As an example, a grouping could be all centers with 50+ children in Washington, Multnomah and Clackamas Counties. This policy will ensure that a center that includes lower socioeconomic families will not have more visits than a center that does not. And therefore it would prevent a center from accruing more violations simply because of visit frequency, versus actual safety issues.
3. **New Communication Policy.** You and your staff must not ever again communicate something of the utmost serious nature and then not provide evidence supporting it. This is highly unfair and unprofessional. If you decide on actions against a childcare center, you must provide all evidence on the same day. You must develop this policy with this language by **Friday October 12 at 5 PM PT**.

The body of evidence and the administrative errors by you and your staff would suggest that you're not fit for a Director level position at the State of Oregon.

However, if you take the above three actions it would be a sign of redemption and good faith by you.

If you ignore this or do not complete the actions by the deadlines, two things will happen:

1. **Demand for Resignation.** We will demand the resignation of you (Dawn Taylor), Miriam Calderon, and Governor Kate Brown by **Wednesday October 31 at 5 PM PT**. Note that this action could come earlier, because your first deadline is on **Wednesday September 12**.
2. **Discrimination Investigation.** We will demand an independent 3rd party investigation of alleged racial and socioeconomic discrimination of you (Dawn Taylor), Mary McCord, compliance specialist, the Office of Child Care, and the Division of Early Learning.

Please be advised this is a situation the people of Oregon deserve to know about, and could know about in the days ahead. If you would like to discuss this matter, you can contact me by writing to brian.klem@gmail.com

Sincerely,

Brian Klem

Parent

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [LESLIE Berri * GOV](#)
Subject: Re: YMCA Moda Tower Child Development Center
Date: Monday, August 27, 2018 12:46:31 PM

Sorry Berri, I just saw you were on the original. Chris, FYI.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Monday, August 27, 2018 at 12:45 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: FW: YMCA Moda Tower Child Development Center

I wanted to share the below email, originally address to Dawn Woods at ELD, as an FYI with you both. I'll get more info later today, but wanted to excerpt the most relevant info below:

On Wednesday August 22 your office began placing phone calls to parents who have children enrolled at the YMCA. The audio of the phone call placed to my family is attached. The audio recording expressed the **Intent to Revoke the Childcare License of the YMCA**, and that a "packet" would be coming in the mail.

What is extremely troubling is that your office provided no additional information as to why. Word started traveling among parents and the the YMCA staff. Sadly, teachers at the YMCA started to learn their jobs were in grave danger, but YMCA management couldn't tell them why. As of Friday August 24 at 5 PM, no additional information had been provided to YMCA management, staff or parents. On Friday, we obtained additional information through a public records request.

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From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Monday, August 27, 2018 at 12:16 PM
To: BERNT Betty - ELD <betty.bernt@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: YMCA Moda Tower Child Development Center

Thanks. Do you have a copy of the packet that went out to families? I would love to see that.
Lisa

From: BERNT Betty - ELD
Sent: Monday, August 27, 2018 11:40 AM
To: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: YMCA Moda Tower Child Development Center

I assume you are aware of this, but just in case...

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: MCCORD Mary - ELD
Sent: Monday, August 27, 2018 10:50 AM
To: BERNT Betty - ELD <Betty.Bernt@ode.state.or.us>
Subject: FW: YMCA Moda Tower Child Development Center

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From: Brian Klem <brian.klem@gmail.com>
Sent: Monday, August 27, 2018 8:14 AM
To: dawn.taylor@state.or.us
Cc: mary.mccord@state.or.us; miriam.calderon@state.or.us; michael.b.cox@portlandoregon.gov; kristin.dennis@portlandoregon.gov; BLOSSER Nik * GOV <Nik.BLOSSER@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@state.or.us>; gina.zejdk@state.or.us;
Rep.TeresaAlonsoLeon@oregonlegislature.gov; Rep.JeffBarker@oregonlegislature.gov;
Rep.PhilBarnhart@oregonlegislature.gov; Rep.GregBarreto@oregonlegislature.gov;
Rep.DenycBoles@oregonlegislature.gov; Rep.DanielBonham@oregonlegislature.gov;
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Rep.PaulHolvey@oregonlegislature.gov; Rep.BillKennemer@oregonlegislature.gov;
Rep.AlissaKenyGuyer@oregonlegislature.gov; Rep.TinaKotek@oregonlegislature.gov;
Rep.GaryLeif@oregonlegislature.gov; Rep.RickLewis@oregonlegislature.gov;
Rep.JohnLively@oregonlegislature.gov; Rep.SheriMalstrom@oregonlegislature.gov;
Rep.PamMarsh@oregonlegislature.gov; Rep.CaddyMcKeown@oregonlegislature.gov;
Rep.SusanMcClain@oregonlegislature.gov; Rep.MikeMcLane@oregonlegislature.gov;
Rep.MarkMeek@oregonlegislature.gov; Rep.NancyNathanson@oregonlegislature.gov;
Rep.MikeNearman@oregonlegislature.gov; Rep.RonNoble@oregonlegislature.gov;

Rep.RobNosse@oregonlegislature.gov; Rep.AndyOlson@oregonlegislature.gov;
Rep.JulieParrish@oregonlegislature.gov; Rep.CarlaPiluso@oregonlegislature.gov;
Rep.BillPost@oregonlegislature.gov; Rep.KarinPower@oregonlegislature.gov;
Rep.DanRayfield@oregonlegislature.gov; Rep.JeffReardon@oregonlegislature.gov;
Rep.EWernerReschke@oregonlegislature.gov; REP Salinas
<Rep.AndreaSalinas@oregonlegislature.gov>; Rep.TawnaSanchez@oregonlegislature.gov;
Rep.GregSmith@oregonlegislature.gov; Rep.BarbaraSmithWarner@oregonlegislature.gov;
Rep.DavidBrockSmith@oregonlegislature.gov; Rep.JaneenSollman@oregonlegislature.gov;
Rep.SherrieSprenger@oregonlegislature.gov; Rep.DuaneStark@oregonlegislature.gov;
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Rep.BradWitt@oregonlegislature.gov

Subject: YMCA Moda Tower Child Development Center

August 27, 2018

TO: Dawn Taylor, Director, Office of Child Care, State of Oregon

FROM: Brian Klem, Parent, Resident of Multnomah County, Oregon

RE: Your Office's Intent to Close the YMCA Moda Tower Child Development Center

Dawn,

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phone of page 4 of the paper notice, which we received in the mail Saturday.

Dawn, how could you have signed a document this serious given how badly page 4 is written? You couldn't have possibly read it.

The notice gives the YMCA appeal rights and deadlines. It reads "If you fail to request a hearing within 21 days...." on page 5. Your signature of August 17 means 10 days have already passed, and you still have not sent this letter the the YMCA!

Notably, no new violations by the YMCA were named in the notice. The last violation occurred on June 8, 2018.

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In the middle of page 4, bullet a, you detail an incident at Pioneer Square. The first paragraph states a child fell into a fountain, sustaining a fracture and bruising. The next paragraph, referencing the same child, states they sustained a sprained ankle. Which is it Dawn? Either you committed a serious typographical error or you are falsifying information.

Even if one of the injuries happened, you need to be reminded that the YMCA is in downtown Portland. They face additional issues that centers in suburban areas do not. For example, on their daily walk with their classroom kids, teachers have to guard against literally hundreds of drug addicted homeless people, roaming city streets at all hours. YMCA leadership took action this summer to stop visits to, and outdoor play time at, Overlook Park (heroin drug dealing) and Dawson Park (loitering and cigarette smoking). They have to guard against the new electric scooters, 90% of which are being ridden illegally on city sidewalks at up to **15 MPH**. For you to pick on one incident of the walks that occur every day of the week is completely uncalled for.

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Comparative Data

A major concern we have is that according to the Childcare Safety Portal, centers with a similar size to the YMCA have incurred 3x the number of injuries and a higher number of violations. What's different is that these centers are in some of the most wealthiest zip codes in all of Oregon, such as the West Hills of Portland. See these links for examples: <https://childcaresafetyportal.ode.state.or.us/portal/provider-details/51911>
<https://childcaresafetyportal.ode.state.or.us/portal/provider-details/14164>

While these centers have incurred a higher number of violations and injuries, they've received a fraction of the number of visits by your staff.

Assertions

Based on this evidence, which is your own data, letters, actions and signatures, we assert this is a callous, unwarranted, politically motivated action that has caused direct damages to the up to 68 working class families at the YMCA, plus the teachers, staff and administrators at the YMCA.

Additionally, based on the evidence and your data, we believe the YMCA has been targeted. We charge that the Office of Child Care and the Early Learning Division has committed an act(s) of racial and socioeconomic discrimination.

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We demand you take the following 3 actions by the deadlines assigned:

1. **Revoke the Notice.** By **Wednesday September 12 at 5 PM PT**, we expect you to revoke the notice and place the YMCA in good standing.
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3. **New Communication Policy.** You and your staff must not ever again communicate something of the utmost serious nature and then not provide evidence supporting it. This is highly unfair and unprofessional. If you decide on actions against a childcare center, you must provide all evidence on the same day. You must develop this policy with this language by **Friday October 12 at 5 PM PT**.

The body of evidence and the administrative errors by you and your staff would suggest that you're not fit for a Director level position at the State of Oregon.

However, if you take the above three actions it would be a sign of redemption and good faith by you.

If you ignore this or do not complete the actions by the deadlines, two things will happen:

1. **Demand for Resignation.** We will demand the resignation of you (Dawn Taylor), Miriam Calderon, and Governor Kate Brown by **Wednesday October 31 at 5 PM PT.** Note that this action could come earlier, because your first deadline is on **Wednesday September 12.**
2. **Discrimination Investigation.** We will demand an independent 3rd party investigation of alleged racial and socioeconomic discrimination of you (Dawn Taylor), Mary McCord, compliance specialist, the Office of Child Care, and the Division of Early Learning.

Please be advised this is a situation the people of Oregon deserve to know about, and could know about in the days ahead. If you would like to discuss this matter, you can contact me by writing to brian.klem@gmail.com

Sincerely,

Brian Klem
Parent

From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#); [BERNT Betty - ELD](#)
Subject: Re: YMCA Moda Tower Child Development Center
Date: Monday, August 27, 2018 12:46:59 PM

Yes, that would be helpful. Thank you for passing along the heads up.

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Monday, August 27, 2018 at 12:16 PM
To: BERNT Betty - ELD <betty.bernt@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: YMCA Moda Tower Child Development Center

Thanks. Do you have a copy of the packet that went out to families? I would love to see that.
Lisa

From: BERNT Betty - ELD
Sent: Monday, August 27, 2018 11:40 AM
To: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: YMCA Moda Tower Child Development Center

I assume you are aware of this, but just in case...

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: MCCORD Mary - ELD
Sent: Monday, August 27, 2018 10:50 AM
To: BERNT Betty - ELD <Betty.Bernt@ode.state.or.us>
Subject: FW: YMCA Moda Tower Child Development Center

This is what we were discussing this morning with Dawn. Sending you this information to keep you aware.

From: Brian Klem <brian.klem@gmail.com>
Sent: Monday, August 27, 2018 8:14 AM
To: dawn.taylor@state.or.us
Cc: mary.mccord@state.or.us; miriam.calderon@state.or.us; michael.b.cox@portlandoregon.gov; kristin.dennis@portlandoregon.gov; BLOSSER Nik * GOV <Nik.BLOSSER@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@state.or.us>; gina.zejdik@state.or.us;
Rep.TeresaAlonsoLeon@oregonlegislature.gov; Rep.JeffBarker@oregonlegislature.gov;
Rep.PhilBarnhart@oregonlegislature.gov; Rep.GregBarreto@oregonlegislature.gov;
Rep.DenycBoles@oregonlegislature.gov; Rep.DanielBonham@oregonlegislature.gov;
Rep.DeborahBoone@oregonlegislature.gov; Rep.KnuteBuehler@oregonlegislature.gov;
Rep.JanelleBynum@oregonlegislature.gov; Rep.BrianClem@oregonlegislature.gov;

Rep.MargaretDoherty@oregonlegislature.gov; Rep.SalEsquivel@oregonlegislature.gov;
Rep.PaulEvans@oregonlegislature.gov; Rep.JulieFahey@oregonlegislature.gov;
Rep.LynnFindley@oregonlegislature.gov; Rep.DavidGomberg@oregonlegislature.gov;
Rep.ChrisGorsek@oregonlegislature.gov; Rep.MitchGreenlick@oregonlegislature.gov;
Rep.CedricHayden@oregonlegislature.gov; Rep.JeffHelfrich@oregonlegislature.gov;
Rep.KenHelm@oregonlegislature.gov; Rep.DiegoHernandez@oregonlegislature.gov;
Rep.PaulHolvey@oregonlegislature.gov; Rep.BillKennemer@oregonlegislature.gov;
Rep.AissaKenyGuyer@oregonlegislature.gov; Rep.TinaKotek@oregonlegislature.gov;
Rep.GaryLeif@oregonlegislature.gov; Rep.RickLewis@oregonlegislature.gov;
Rep.JohnLively@oregonlegislature.gov; Rep.SheriMalstrom@oregonlegislature.gov;
Rep.PamMarsh@oregonlegislature.gov; Rep.CaddyMcKeown@oregonlegislature.gov;
Rep.SusanMcClain@oregonlegislature.gov; Rep.MikeMcLane@oregonlegislature.gov;
Rep.MarkMeek@oregonlegislature.gov; Rep.NancyNathanson@oregonlegislature.gov;
Rep.MikeNearman@oregonlegislature.gov; Rep.RonNoble@oregonlegislature.gov;
Rep.RobNosse@oregonlegislature.gov; Rep.AndyOlson@oregonlegislature.gov;
Rep.JulieParrish@oregonlegislature.gov; Rep.CarlaPiluso@oregonlegislature.gov;
Rep.BillPost@oregonlegislature.gov; Rep.KarinPower@oregonlegislature.gov;
Rep.DanRayfield@oregonlegislature.gov; Rep.JeffReardon@oregonlegislature.gov;
Rep.EWernerReschke@oregonlegislature.gov; REP Salinas
<Rep.AndreaSalinas@oregonlegislature.gov>; Rep.TawnaSanchez@oregonlegislature.gov;
Rep.GregSmith@oregonlegislature.gov; Rep.BarbaraSmithWarner@oregonlegislature.gov;
Rep.DavidBrockSmith@oregonlegislature.gov; Rep.JaneenSollman@oregonlegislature.gov;
Rep.SherrieSprenger@oregonlegislature.gov; Rep.DuaneStark@oregonlegislature.gov;
Rep.RichVial@oregonlegislature.gov; Rep.GeneWhisnant@oregonlegislature.gov;
Rep.JenniferWilliamson@oregonlegislature.gov; Rep.CarlWilson@oregonlegislature.gov;
Rep.BradWitt@oregonlegislature.gov

Subject: YMCA Moda Tower Child Development Center

August 27, 2018

TO: Dawn Taylor, Director, Office of Child Care, State of Oregon

FROM: Brian Klem, Parent, Resident of Multnomah County, Oregon

RE: Your Office's Intent to Close the YMCA Moda Tower Child Development Center

Dawn,

This is concerning the YMCA Moda Tower Child Development Center "YMCA".

My name is Brian Klem and I am writing on behalf of myself and a group of parents. I am not speaking for or representing the YMCA. I have a 4 ½ year old enrolled at the YMCA. He has received childcare at the YMCA consistently, for 5 days a week, since early 2015.

About the YMCA

The YMCA is an outstanding childcare center. It takes care of up to 68 children 5 years old

and under. It is among the most diverse centers in all of Oregon. The YMCA has been led for **16 years** by Judy Booker, a black woman. Teachers include both men and women and who are black, asian and white. The YMCA caters to working families, by being open from 7 AM to 6 PM, Monday to Friday. The YMCA offers scholarships to low income families. The YMCA accepts children who have learning disabilities and behavioral issues.

According to your own Oregon Childcare Safety Portal, in 10 years the YMCA has incurred 16 violations, 10 child injuries, and 0 deaths.

Of the 16 violations, 13 are minor administrative violations, such as a staff member who didn't sign out of their classroom at the end of the day. These violations are among the most minor of the over 4,000 childcare centers that your office regulates. The source is here: <https://childcaresafetyportal.ode.state.or.us/portal/provider-details/64954>

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Sincerely,

Brian Klem
Parent

From: [LESLIE Berri * GOV](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: Fwd: YMCA Moda Tower Child Development Center
Date: Monday, August 27, 2018 1:00:45 PM

Sent from my iPhone

Begin forwarded message:

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: August 27, 2018 at 12:46:30 PM PDT
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: Re: YMCA Moda Tower Child Development Center

Sorry Berri, I just saw you were on the original. Chris, FYI.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Monday, August 27, 2018 at 12:45 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: FW: YMCA Moda Tower Child Development Center

I wanted to share the below email, originally address to Dawn Woods at ELD, as an FYI with you both. I'll get more info later today, but wanted to excerpt the most relevant info below:

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Date: Monday, August 27, 2018 at 12:16 PM
To: BERNT Betty - ELD <betty.bernt@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: YMCA Moda Tower Child Development Center

Thanks. Do you have a copy of the packet that went out to families? I would love to see that.
Lisa

From: BERNT Betty - ELD
Sent: Monday, August 27, 2018 11:40 AM
To: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: YMCA Moda Tower Child Development Center

I assume you are aware of this, but just in case...

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: MCCORD Mary - ELD
Sent: Monday, August 27, 2018 10:50 AM
To: BERNT Betty - ELD <Betty.Bernt@ode.state.or.us>
Subject: FW: YMCA Moda Tower Child Development Center

This is what we were discussing this morning with Dawn. Sending you this information to keep you aware.

From: Brian Klem <brian.klem@gmail.com>
Sent: Monday, August 27, 2018 8:14 AM
To: dawn.taylor@state.or.us
Cc: mary.mccord@state.or.us; miriam.calderon@state.or.us; michael.b.cox@portlandoregon.gov; kristin.dennis@portlandoregon.gov; BLOSSER Nik * GOV <Nik.BLOSSER@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@state.or.us>;

gina.zejdik@state.or.us; Rep.TeresaAlonsoLeon@oregonlegislature.gov;
Rep.JeffBarker@oregonlegislature.gov; Rep.PhilBarnhart@oregonlegislature.gov;
Rep.GregBarreto@oregonlegislature.gov; Rep.DenycBoles@oregonlegislature.gov;
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Rep.DeborahBoone@oregonlegislature.gov; Rep.KnuteBuehler@oregonlegislature.gov;
Rep.JanelleBynum@oregonlegislature.gov; Rep.BrianClem@oregonlegislature.gov;
Rep.MargaretDoherty@oregonlegislature.gov; Rep.SalEsquivel@oregonlegislature.gov;
Rep.PaulEvans@oregonlegislature.gov; Rep.JulieFahey@oregonlegislature.gov;
Rep.LynnFindley@oregonlegislature.gov; Rep.DavidGomberg@oregonlegislature.gov;
Rep.ChrisGorsek@oregonlegislature.gov; Rep.MitchGreenlick@oregonlegislature.gov;
Rep.CedricHayden@oregonlegislature.gov; Rep.JeffHelfrich@oregonlegislature.gov;
Rep.KenHelm@oregonlegislature.gov; Rep.DiegoHernandez@oregonlegislature.gov;
Rep.PaulHolvey@oregonlegislature.gov; Rep.BillKennemer@oregonlegislature.gov;
Rep.AlissaKenyGuyer@oregonlegislature.gov; Rep.TinaKotek@oregonlegislature.gov;
Rep.GaryLeif@oregonlegislature.gov; Rep.RickLewis@oregonlegislature.gov;
Rep.JohnLively@oregonlegislature.gov; Rep.SheriMalstrom@oregonlegislature.gov;
Rep.PamMarsh@oregonlegislature.gov; Rep.CaddyMcKeown@oregonlegislature.gov;
Rep.SusanMcClain@oregonlegislature.gov; Rep.MikeMcLane@oregonlegislature.gov;
Rep.MarkMeek@oregonlegislature.gov; Rep.NancyNathanson@oregonlegislature.gov;
Rep.MikeNearman@oregonlegislature.gov; Rep.RonNoble@oregonlegislature.gov;
Rep.RobNosse@oregonlegislature.gov; Rep.AndyOlson@oregonlegislature.gov;
Rep.JulieParrish@oregonlegislature.gov; Rep.CarlaPiluso@oregonlegislature.gov;
Rep.BillPost@oregonlegislature.gov; Rep.KarinPower@oregonlegislature.gov;
Rep.DanRayfield@oregonlegislature.gov; Rep.JeffReardon@oregonlegislature.gov;
Rep.EWernerReschke@oregonlegislature.gov; REP Salinas
<Rep.AndreaSalinas@oregonlegislature.gov>;
Rep.TawnaSanchez@oregonlegislature.gov; Rep.GregSmith@oregonlegislature.gov;
Rep.BarbaraSmithWarner@oregonlegislature.gov;
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Rep.SherrieSprenger@oregonlegislature.gov; Rep.DuaneStark@oregonlegislature.gov;
Rep.RichVial@oregonlegislature.gov; Rep.GeneWhisnant@oregonlegislature.gov;
Rep.JenniferWilliamson@oregonlegislature.gov;
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Subject: YMCA Moda Tower Child Development Center

August 27, 2018

TO: Dawn Taylor, Director, Office of Child Care, State of Oregon

FROM: Brian Klem, Parent, Resident of Multnomah County, Oregon

RE: Your Office's Intent to Close the YMCA Moda Tower Child Development Center

Dawn,

This is concerning the YMCA Moda Tower Child Development Center "YMCA".

My name is Brian Klem and I am writing on behalf of myself and a group of parents. I am not speaking for or representing the YMCA. I have a 4 ½ year old enrolled at the YMCA. He has received childcare at the YMCA consistently, for 5 days a week, since early 2015.

About the YMCA

The YMCA is an outstanding childcare center. It takes care of up to 68 children 5 years old and under. It is among the most diverse centers in all of Oregon. The YMCA has been led for **16 years** by Judy Booker, a black woman. Teachers include both men and women and who are black, asian and white. The YMCA caters to working families, by being open from 7 AM to 6 PM, Monday to Friday. The YMCA offers scholarships to low income families. The YMCA accepts children who have learning disabilities and behavioral issues.

According to your own Oregon Childcare Safety Portal, in 10 years the YMCA has incurred 16 violations, 10 child injuries, and 0 deaths.

Of the 16 violations, 13 are minor administrative violations, such as a staff member who didn't sign out of their classroom at the end of the day. These violations are among the most minor of the over 4,000 childcare centers that your office regulates. The source is here:

<https://childcaresafetyportal.ode.state.or.us/portal/provider-details/64954>

A Severe Situation

On Wednesday August 22 your office began placing phone calls to parents who have children enrolled at the YMCA. The audio of the phone call placed to my family is attached. The audio recording expressed the **Intent to Revoke the Childcare License of the YMCA**, and that a "packet" would be coming in the mail.

What is extremely troubling is that your office provided no additional information as to why. Word started traveling among parents and the the YMCA staff. Sadly, teachers at the YMCA started to learn their jobs were in grave danger, but YMCA management couldn't tell them why. As of Friday August 24 at 5 PM, no additional information had been provided to YMCA management, staff or parents. On Friday, we obtained additional information through a public records request. I have obtained the **NOTICE OF INTENT TO REVOKE AND REQUEST A HEARING. "Notice"**. That letter is attached to this email. On Saturday, we received the "packet".

While this is extremely troubling, it is among the most minor of the actions

your office has taken this past week.

Office of Child Care Charges

The notice was signed by you on August 17. This was 10 days ago.

The notice starts by indicating the reason for “Revocation” is **Recordkeeping** and starts by describing an incident from **June 25, 2014, or over 4 years ago**, where a YMCA staff member had an expired record on file with the Central Background Registry.

For people who read this communication, please let the above paragraph sink in for a moment. This hardly speaks to the expectation that Oregonians have of you and your office. Oregonians don’t want you to be auditing attendance logs. They want access to high quality, affordable childcare, without 6-24 month wait lists. Under your tenure, in Oregon childcare costs more than higher education. By some measures, Oregon ranks as having the 3rd most expensive childcare in the nation. Source: https://www.oregonlive.com/pacific-northwest-news/index.ssf/2017/12/childcare_is_really_unaffordab.html

The notice continues to recount all 16 violations that have occurred in the past 10 years.

The notice has grammar issues and incomplete sentences. On page 4, there are multiple incomplete sentences, incoherent fragments, conflicting assertions by you, and sentence duplications. The fragments read as “.....against the director of the facility” and “this in resulted in.....” Attachment 3 (3 of 3) is a screenshot from my phone of page 4 of the paper notice, which we received in the mail Saturday.

Dawn, how could you have signed a document this serious given how badly page 4 is written? You couldn’t have possibly read it.

The notice gives the YMCA appeal rights and deadlines. It reads “If you fail to request a hearing within 21 days....” on page 5. Your signature of August 17 means 10 days have already passed, and you still have not sent this letter the the YMCA!

Notably, no new violations by the YMCA were named in the notice. The last violation occurred on June 8, 2018.

Pioneer Square Incident

In the middle of page 4, bullet a, you detail an incident at Pioneer Square. The first paragraph states a child fell into a fountain, sustaining a fracture and bruising. The next paragraph, referencing the same child, states they sustained a sprained ankle. Which is it Dawn? Either you committed a

serious typographical error or you are falsifying information.

Even if one of the injuries happened, you need to be reminded that the YMCA is in downtown Portland. They face additional issues that centers in suburban areas do not. For example, on their daily walk with their classroom kids, teachers have to guard against literally hundreds of drug addicted homeless people, roaming city streets at all hours. YMCA leadership took action this summer to stop visits to, and outdoor play time at, Overlook Park (heroin drug dealing) and Dawson Park (loitering and cigarette smoking). They have to guard against the new electric scooters, 90% of which are being ridden illegally on city sidewalks at up to **15 MPH**. For you to pick on one incident of the walks that occur every day of the week is completely uncalled for.

Terry Shrunk Plaza Incident

On page 4, bullet b, you detail another safety incident at Terry Shrunk Plaza. I do not have complete information about what happened, but I can tell you it involved a boy with some developmental issues. When my son moved from the trans-pre classroom to preschool in 2017, he had some challenges playing alongside this boy. We brought our concerns to the center director, and she addressed them immediately by working with the boys parents and putting additional structure in place. Looking back, I was a bit selfish, thinking only about my son at the time. What if the YMCA did what most centers would do, and kick him out? It probably would have deeply affected this boy and his ability to advance in school. His parents would have their work disrupted. It's a good thing the YMCA didn't. My son went on to become good friends with this boy, and the boy is off to kindergarten. Yet, when the YMCA takes a leadership position on this, by keeping a child with development issues enrolled, they take on additional risks of an incident occurring. Your actions by highlighting this issue could influence decisions on expelling kids with development issues going forward - the opposite of what is expected of your office.

Comparative Data

A major concern we have is that according to the Childcare Safety Portal, centers with a similar size to the YMCA have incurred 3x the number of injuries and a higher number of violations. What's different is that these centers are in some of the most wealthiest zip codes in all of Oregon, such as the West Hills of Portland. See these links for examples:

<https://childcaresafetyportal.ode.state.or.us/portal/provider-details/51911>

<https://childcaresafetyportal.ode.state.or.us/portal/provider-details/14164>

While these centers have incurred a higher number of violations and injuries, they've received a fraction of the number of visits by your staff.

Assertions

Based on this evidence, which is your own data, letters, actions and signatures, we assert this is a callous, unwarranted, politically motivated action that has caused direct damages to the up to 68 working class families at the YMCA, plus the teachers, staff and administrators at the YMCA.

Additionally, based on the evidence and your data, we believe the YMCA has been targeted. We charge that the Office of Child Care and the Early Learning Division has committed an act(s) of racial and socioeconomic discrimination.

Next Steps & Demands

We demand you take the following 3 actions by the deadlines assigned:

1. **Revoke the Notice. By Wednesday September 12 at 5 PM PT**, we expect you to revoke the notice and place the YMCA in good standing.

<!--[if !supportLists]-->2. <!--[endif]-->**New Anti-Discrimination Policy. By Wednesday October 31 at 5 PM PT**, we expect you to publish a new anti-discrimination policy for your office. At a minimum, the policy will require your staff to carry out an equal number of unannounced visits to childcare centers in a similar grouping. As an example, a grouping could be all centers with 50+ children in Washington, Multnomah and Clackamas Counties. This policy will ensure that a center that includes lower socioeconomic families will not have more visits than a center that does not. And therefore it would prevent a center from accruing more violations simply because of visit frequency, versus actual safety issues.

<!--[if !supportLists]-->3. <!--[endif]-->**New Communication Policy.** You and your staff must not ever again communicate something of the utmost serious nature and then not provide evidence supporting it. This is highly unfair and unprofessional. If you decide on actions against a childcare center, you must provide all evidence on the same day. You must develop this policy with this language by **Friday October 12 at 5 PM PT**.

The body of evidence and the administrative errors by you and your staff would suggest that you're not fit for a Director level position at the State of Oregon.

However, if you take the above three actions it would be a sign of redemption and good faith by you.

If you ignore this or do not complete the actions by the deadlines, two

things will happen:

1. **Demand for Resignation.** We will demand the resignation of you (Dawn Taylor), Miriam Calderon, and Governor Kate Brown by **Wednesday October 31 at 5 PM PT**. Note that this action could come earlier, because your first deadline is on **Wednesday September 12**.

<!--[if !supportLists]-->2. <!--[endif]-->**Discrimination Investigation.**
We will demand an independent 3rd party investigation of alleged racial and socioeconomic discrimination of you (Dawn Taylor), Mary McCord, compliance specialist, the Office of Child Care, and the Division of Early Learning.

Please be advised this is a situation the people of Oregon deserve to know about, and could know about in the days ahead. If you would like to discuss this matter, you can contact me by writing to brian.klem@gmail.com

Sincerely,

Brian Klem
Parent

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: RE: For Colt's Immediate Review
Date: Monday, August 27, 2018 1:22:57 PM

Thanks. We are also going to send this message to the Superlist in next few hours.



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Monday, August 27, 2018 12:28 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: For Colt's Immediate Review

Looks good to me! Thanks for the heads up.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Monday, August 27, 2018 at 12:26 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: For Colt's Immediate Review

Kate,

Pending Colt's approval, I'll send this out internally. Are you all good with this message?



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Marc.siegel@state.or.us | www.oregon.gov/ode

From: SIEGEL Marc - ODE
Sent: Monday, August 27, 2018 12:25 PM
To: GILL Colt - ODE <colt.gill@ode.state.or.us>
Subject: For Colt's Immediate Review

Colt,

What if we send a message from you that says:

"Dear Colleagues,

Governor Brown unveiled her strategy this morning for creating a seamless system of education from cradle to career. Our commitment to equity and excellence for every learner is woven throughout the policy agenda and I encourage you to take time to review the press release and the policy agenda.

If you have questions or comments, please send them to [communications.](#)"

From: Governor Kate Brown Press Office <governors.press=das.state.or.us@mail72.us4.mcsv.net>
On Behalf Of Governor Kate Brown Press Office
Sent: Monday, August 27, 2018 9:15 AM
To: marc.siegel@state.or.us
Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career.](#)

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full, 180-day school year; and increased investments in career technical education and post-secondary pathways."

[Governor Brown's agenda](#) for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. A multi-pronged approach is essential to address the needs relating to the "whole child," as no single solution will change the future of Oregon's students. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

###

www.governor.oregon.gov

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[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

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From: [KONDAYEN Kate * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#); [PAIR Chris * GOV](#)
Subject: ODE super list sending out our release
Date: Monday, August 27, 2018 1:35:36 PM

FYI

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Monday, August 27, 2018 at 1:22 PM
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|

From: [LESLIE Berri * GOV](#)
To: [MOLLER Mary * GOV](#); [KORESKI Debbie * GOV](#)
Cc: [BLOSSER Nik * GOV](#)
Subject: FW: OregonBuys E-Board Letter
Date: Monday, August 27, 2018 1:40:44 PM
Attachments: [DAS OregonBuys Sept 2018.docx](#)

FYI



Oregon

Kate Brown, Governor

Department of Administrative Services
Enterprise Goods & Services - Procurement Services
1225 Ferry Street
Salem, Oregon 97301-4285
PHONE: 503-378-4642
FAX: 503-373-1626

August 27, 2018

The Honorable Senator Peter Courtney, Co-Chair
The Honorable Representative Tina Kotek, Co-Chair
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of the Emergency

The Department of Administrative Services (DAS) requests an increase of \$581,692 in Other Funds expenditure limitation to expand the current OregonBuys eProcurement project, being run by a collaborative group of ten agencies, to a project that replaces ORPIN and deploys OregonBuys to all State agencies (generally referred to as an 'enterprise' system or project).

Agency Action

A group of participating agencies identified their shared interest in an eProcurement solution, and created a collaborative governance structure to define requirements and complete a solicitation to evaluate and select a solution. This led to the execution of a statewide price agreement with Periscope Holdings, Inc., providers of the BuySpeed solution, known as OregonBuys in Oregon. The functionality of OregonBuys incorporates procurement best practice and is available through configuration. DAS has been a participating agency throughout this process.

The project currently underway is creating the 'backbone' of the solution that will link agency implementations. Referred to as the Oregon Instance project, it will establish the solution with high level configurations that apply to all state agencies, this work is anticipated to be completed in October 2018. The expanded eProcurement project leverages the statewide price agreement to gain maximum value from the configuration work completed to date. DAS anticipates project implementation at the beginning of the 2019-21 biennium.

The first participating agency, Secretary of State, has signed an implementation work order with Periscope to begin using the system in December. A number of participating agencies have prepared Policy Option Packages for the upcoming 2019 legislative session to fund their implementation of the OregonBuys solution. This request reflects the opportunity to move to an enterprise project, transition all agencies into a new eProcurement system in a coordinated process, archive the existing eProcurement system, maximize the benefits of a modern eProcurement solution, and avoid fragmentation of the procurement environment.

Action Requested

DAS requests two limited duration positions (Operations & Policy Analyst 4 and Information Systems Specialist 8) needed to support the planning and implementation of the OregonBuys software across all state agencies. The project will continue to work with the OSCIO to meet Stage Gate requirements. DAS also requests two permanent full-time positions (Operations & Policy Analyst 2 & 4) to manage the OregonBuys system when implementation is complete.

This request includes \$300,000 for the continued engagement of an Independent Quality Assurance (QA) firm required for large State Information Technology projects.

The system and services provided by Periscope will be funded by an increase in the transaction fee charged against purchases under statewide price agreements, early into the 2019-21 biennium.

Legislation Affected

Increase the Other Funds expenditure limitation established by chapter 572, section 2(7), Oregon Laws 2017, for the Department of Administrative Services, Enterprise Goods and Services, by \$488,780 for the 2017-19 biennium.

Increase the Other Funds expenditure limitation established by chapter 572, section 2(1), Oregon Laws 2017, for the Department of Administrative Services, Chief Operating Office, by \$92,912 for the 2017-19 biennium.

Sincerely,

Katy Coba
DAS Director | Chief Operating Officer

CC: Dustin Ball, Department of Administrative Services
Paul Siebert, Legislative Fiscal Office

From: [LESLIE Berri * GOV](#)
To: [ARROYO Sheril * GOV](#)
Cc: [BLOSSER Nik * GOV](#); [KONDAYEN Kate * GOV](#); [MOLLER Mary * GOV](#); [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#); [PAIR Chris * GOV](#); [CALDERON Miriam - ELD](#); [WOODS Dawn A - ELD](#)
Subject: FW: YMCA Moda Tower Child Development Center
Date: Monday, August 27, 2018 1:56:09 PM
Attachments: [Records Request.YMCA-Moda.8-24-18.pdf](#)
[Voicemail_15039471400_20180823 \(1\).mp3](#)

Sheril – will you please schedule a 30-minute phone call with me, Pooja, Kate, Miriam and Dawn this week. Sooner the better and after 5 works for me if it works for others.

Copying Chris, Nik, Mary and Lindsey so they know we are meeting in case they get questions from others copied on this email.

Thanks!

From: BLOSSER Nik * GOV
Sent: Monday, August 27, 2018 8:58 AM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: FW: YMCA Moda Tower Child Development Center

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Brian Klem <brian.klem@gmail.com>
Date: Monday, August 27, 2018 at 8:14 AM
To: TAYLOR Dawn - ELD <dawn.taylor@state.or.us>
Cc: MCCORD Mary - ELD <mary.mccord@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>, "michael.b.cox@portlandoregon.gov" <michael.b.cox@portlandoregon.gov>, "kristin.dennis@portlandoregon.gov" <kristin.dennis@portlandoregon.gov>, "nik.blosser@state.or.us" <nik.blosser@state.or.us>, "berri.leslie@state.or.us" <berri.leslie@state.or.us>, "gina.zejdik@state.or.us" <gina.zejdik@state.or.us>, "Rep.TeresaAlonsoLeon@oregonlegislature.gov" <Rep.TeresaAlonsoLeon@oregonlegislature.gov>, "Rep.JeffBarker@oregonlegislature.gov" <Rep.JeffBarker@oregonlegislature.gov>, "Rep.PhilBarnhart@oregonlegislature.gov" <Rep.PhilBarnhart@oregonlegislature.gov>, "Rep.GregBarreto@oregonlegislature.gov" <Rep.GregBarreto@oregonlegislature.gov>, "Rep.DenycBoles@oregonlegislature.gov"

<Rep.DenycBoles@oregonlegislature.gov>, "Rep.DanielBonham@oregonlegislature.gov"
<Rep.DanielBonham@oregonlegislature.gov>, "Rep.DeborahBoone@oregonlegislature.gov"
<Rep.DeborahBoone@oregonlegislature.gov>, "Rep.KnuteBuehler@oregonlegislature.gov"
<Rep.KnuteBuehler@oregonlegislature.gov>, "Rep.JanelleBynum@oregonlegislature.gov"
<Rep.JanelleBynum@oregonlegislature.gov>, "Rep.BrianClem@oregonlegislature.gov"
<Rep.BrianClem@oregonlegislature.gov>, "Rep.MargaretDoherty@oregonlegislature.gov"
<Rep.MargaretDoherty@oregonlegislature.gov>, "Rep.SalEsquivel@oregonlegislature.gov"
<Rep.SalEsquivel@oregonlegislature.gov>, "Rep.PaulEvans@oregonlegislature.gov"
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<Rep.JulieFahey@oregonlegislature.gov>, "Rep.LynnFindley@oregonlegislature.gov"
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<Rep.KenHelm@oregonlegislature.gov>, "Rep.DiegoHernandez@oregonlegislature.gov"
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<Rep.JulieParrish@oregonlegislature.gov>, "Rep.CarlaPiluso@oregonlegislature.gov"
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<Rep.KarinPower@oregonlegislature.gov>, "Rep.DanRayfield@oregonlegislature.gov"
<Rep.DanRayfield@oregonlegislature.gov>, "Rep.JeffReardon@oregonlegislature.gov"

<Rep.JeffReardon@oregonlegislature.gov>, "Rep.EWernerReschke@oregonlegislature.gov"
<Rep.EWernerReschke@oregonlegislature.gov>, REP Salinas
<Rep.AndreaSalinas@oregonlegislature.gov>, "Rep.TawnaSanchez@oregonlegislature.gov"
<Rep.TawnaSanchez@oregonlegislature.gov>, "Rep.GregSmith@oregonlegislature.gov"
<Rep.GregSmith@oregonlegislature.gov>, "Rep.BarbaraSmithWarner@oregonlegislature.gov"
<Rep.BarbaraSmithWarner@oregonlegislature.gov>,
"Rep.DavidBrockSmith@oregonlegislature.gov"
<Rep.DavidBrockSmith@oregonlegislature.gov>, "Rep.JaneenSollman@oregonlegislature.gov"
<Rep.JaneenSollman@oregonlegislature.gov>, "Rep.SherrieSprenger@oregonlegislature.gov"
<Rep.SherrieSprenger@oregonlegislature.gov>, "Rep.DuaneStark@oregonlegislature.gov"
<Rep.DuaneStark@oregonlegislature.gov>, "Rep.RichVial@oregonlegislature.gov"
<Rep.RichVial@oregonlegislature.gov>, "Rep.GeneWhisnant@oregonlegislature.gov"
<Rep.GeneWhisnant@oregonlegislature.gov>,
"Rep.JenniferWilliamson@oregonlegislature.gov"
<Rep.JenniferWilliamson@oregonlegislature.gov>, "Rep.CarlWilson@oregonlegislature.gov"
<Rep.CarlWilson@oregonlegislature.gov>, "Rep.BradWitt@oregonlegislature.gov"
<Rep.BradWitt@oregonlegislature.gov>

Subject: YMCA Moda Tower Child Development Center

August 27, 2018

TO: Dawn Taylor, Director, Office of Child Care, State of Oregon

FROM: Brian Klem, Parent, Resident of Multnomah County, Oregon

RE: Your Office's Intent to Close the YMCA Moda Tower Child Development Center

Dawn,

This is concerning the YMCA Moda Tower Child Development Center "YMCA".

My name is Brian Klem and I am writing on behalf of myself and a group of parents. I am not speaking for or representing the YMCA. I have a 4 ½ year old enrolled at the YMCA. He has received childcare at the YMCA consistently, for 5 days a week, since early 2015.

About the YMCA

The YMCA is an outstanding childcare center. It takes care of up to 68 children 5 years old and under. It is among the most diverse centers in all of Oregon. The YMCA has been led for **16 years** by Judy Booker, a black woman. Teachers include both men and women and who are black, asian and white. The YMCA caters to working families, by being open from 7 AM to 6 PM, Monday to Friday. The YMCA offers scholarships to low income families. The YMCA accepts children who have learning disabilities and behavioral issues.

According to your own Oregon Childcare Safety Portal, in 10 years the YMCA has incurred 16 violations, 10 child injuries, and 0 deaths.

Of the 16 violations, 13 are minor administrative violations, such as a staff member who didn't sign out of their classroom at the end of the day. These violations are among the most minor of the over 4,000 childcare centers that your office regulates. The source is here: <https://childcaresafetyportal.ode.state.or.us/portal/provider-details/64954>

A Severe Situation

On Wednesday August 22 your office began placing phone calls to parents who have children enrolled at the YMCA. The audio of the phone call placed to my family is attached. The audio recording expressed the **Intent to Revoke the Childcare License of the YMCA**, and that a "packet" would be coming in the mail.

What is extremely troubling is that your office provided no additional information as to why. Word started traveling among parents and the the YMCA staff. Sadly, teachers at the YMCA started to learn their jobs were in grave danger, but YMCA management couldn't tell them why. As of Friday August 24 at 5 PM, no additional information had been provided to YMCA management, staff or parents. On Friday, we obtained additional information through a public records request. I have obtained the **NOTICE OF INTENT TO REVOKE AND REQUEST A HEARING. "Notice"**. That letter is attached to this email. On Saturday, we received the "packet".

While this is extremely troubling, it is among the most minor of the actions your office has taken this past week.

Office of Child Care Charges

The notice was signed by you on August 17. This was 10 days ago.

The notice starts by indicating the reason for "Revocation" is **Recordkeeping** and starts by describing an incident from **June 25, 2014, or over 4 years ago**, where a YMCA staff member had an expired record on file with the Central Background Registry.

For people who read this communication, please let the above paragraph sink in for a moment. This hardly speaks to the expectation that Oregonians have of you and your office. Oregonians don't want you to be auditing attendance logs. They want access to high quality, affordable childcare, without 6-24 month wait lists. Under your tenure, in Oregon childcare costs more than higher education. By some measures, Oregon ranks as having the 3rd most expensive childcare in the nation. Source: https://www.oregonlive.com/pacific-northwest-news/index.ssf/2017/12/childcare_is_really_unaffordab.html

The notice continues to to recount all 16 violations that have occurred in the past 10 years.

The notice has grammar issues and incomplete sentences. On page 4, there are multiple incomplete sentences, incoherent fragments, conflicting assertions by you, and sentence duplications. The fragments read as ".....against the director of the facility" and "this in resulted in....." Attachment 3 (3 of 3) is a screenshot from my phone of page 4 of the paper notice, which we received in the mail Saturday.

Dawn, how could you have signed a document this serious given how badly page 4

is written? You couldn't have possibly read it.

The notice gives the YMCA appeal rights and deadlines. It reads "If you fail to request a hearing within 21 days...." on page 5. Your signature of August 17 means 10 days have already passed, and you still have not sent this letter the the YMCA!

Notably, no new violations by the YMCA were named in the notice. The last violation occurred on June 8, 2018.

Pioneer Square Incident

In the middle of page 4, bullet a, you detail an incident at Pioneer Square. The first paragraph states a child fell into a fountain, sustaining a fracture and bruising. The next paragraph, referencing the same child, states they sustained a sprained ankle. Which is it Dawn? Either you committed a serious typographical error or you are falsifying information.

Even if one of the injuries happened, you need to be reminded that the YMCA is in downtown Portland. They face additional issues that centers in suburban areas do not. For example, on their daily walk with their classroom kids, teachers have to guard against literally hundreds of drug addicted homeless people, roaming city streets at all hours. YMCA leadership took action this summer to stop visits to, and outdoor play time at, Overlook Park (heroin drug dealing) and Dawson Park (loitering and cigarette smoking). They have to guard against the new electric scooters, 90% of which are being ridden illegally on city sidewalks at up to **15 MPH**. For you to pick on one incident of the walks that occur every day of the week is completely uncalled for.

Terry Shrunk Plaza Incident

On page 4, bullet b, you detail another safety incident at Terry Shrunk Plaza. I do not have complete information about what happened, but I can tell you it involved a boy with some developmental issues. When my son moved from the trans-pre classroom to preschool in 2017, he had some challenges playing alongside this boy. We brought our concerns to the center director, and she addressed them immediately by working with the boys parents and putting additional structure in place. Looking back, I was a bit selfish, thinking only about my son at the time. What if the YMCA did what most centers would do, and kick him out? It probably would have deeply affected this boy and his ability to advance in school. His parents would have their work disrupted. It's a good thing the YMCA didn't. My son went on to become good friends with this boy, and the boy is off to kindergarten. Yet, when the YMCA takes a leadership position on this, by keeping a child with development issues enrolled, they take on additional risks of an incident occurring. Your actions by highlighting this issue could influence decisions on expelling kids with development issues going forward - the opposite of what is expected of your office.

Comparative Data

A major concern we have is that according to the Childcare Safety Portal, centers with a similar size to the YMCA have incurred 3x the number of injuries and a higher number of violations. What's different is that these centers are in some of the most wealthiest zip

codes in all of Oregon, such as the West Hills of Portland. See these links for examples:
<https://childcaresafetyportal.ode.state.or.us/portal/provider-details/51911>
<https://childcaresafetyportal.ode.state.or.us/portal/provider-details/14164>

While these centers have incurred a higher number of violations and injuries, they've received a fraction of the number of visits by your staff.

Assertions

Based on this evidence, which is your own data, letters, actions and signatures, we assert this is a callous, unwarranted, politically motivated action that has caused direct damages to the up to 68 working class families at the YMCA, plus the teachers, staff and administrators at the YMCA.

Additionally, based on the evidence and your data, we believe the YMCA has been targeted. We charge that the Office of Child Care and the Early Learning Division has committed an act(s) of racial and socioeconomic discrimination.

Next Steps & Demands

We demand you take the following 3 actions by the deadlines assigned:

- 1. Revoke the Notice.** By **Wednesday September 12 at 5 PM PT**, we expect you to revoke the notice and place the YMCA in good standing.
- 2. New Anti-Discrimination Policy.** By **Wednesday October 31 at 5 PM PT**, we expect you to publish a new anti-discrimination policy for your office. At a minimum, the policy will require your staff to carry out an equal number of unannounced visits to childcare centers in a similar grouping. As an example, a grouping could be all centers with 50+ children in Washington, Multnomah and Clackamas Counties. This policy will ensure that a center that includes lower socioeconomic families will not have more visits than a center that does not. And therefore it would prevent a center from accruing more violations simply because of visit frequency, versus actual safety issues.
- 3. New Communication Policy.** You and your staff must not ever again communicate something of the utmost serious nature and then not provide evidence supporting it. This is highly unfair and unprofessional. If you decide on actions against a childcare center, you must provide all evidence on the same day. You must develop this policy with this language by **Friday October 12 at 5 PM PT**.

The body of evidence and the administrative errors by you and your staff would suggest that you're not fit for a Director level position at the State of Oregon.

However, if you take the above three actions it would be a sign of redemption and good faith by you.

If you ignore this or do not complete the actions by the deadlines, two things will happen:

1. **Demand for Resignation.** We will demand the resignation of you (Dawn Taylor), Miriam Calderon, and Governor Kate Brown by **Wednesday October 31 at 5 PM PT**. Note that this action could come earlier, because your first deadline is on **Wednesday September 12**.

2. **Discrimination Investigation.** We will demand an independent 3rd party investigation of alleged racial and socioeconomic discrimination of you (Dawn Taylor), Mary McCord, compliance specialist, the Office of Child Care, and the Division of Early Learning.

Please be advised this is a situation the people of Oregon deserve to know about, and could know about in the days ahead. If you would like to discuss this matter, you can contact me by writing to brian.klem@gmail.com

Sincerely,

Brian Klem
Parent

STATE OF OREGON
OREGON DEPARTMENT OF EDUCATION
OFFICE OF CHILD CARE

In the Matter of)

YMCA of Columbia Willamette
YMCA Moda Tower Child Development Center
CC052027)

**NOTICE OF INTENT TO REVOKE AND RIGHT
TO REQUEST A HEARING**

Revocation of Certified Child Care Center License)

To: YMCA of Columbia Willamette
YMCA Moda Tower Child Development Center
601 SW 2nd Ave Ste 110
Portland, OR 97204

The Office of Child Care (OCC), Oregon Department of Education is the state agency charged with licensing child care facilities under ORS 329A.250 through ORS 329A.992 and Oregon Administrative Rules chapter 414, divisions 205, 300, and 350. OCC proposes to revoke your certified childcare center license pursuant to ORS 329A.290 ORS 329A.350(1) and OAR 414-300-0400(1).

YMCA Moda Tower Child Development Center was first issued a Certified Child Care Center license on September 20, 1999, the director of YMCA Moda Tower Child Development Center is Judy Booker. The Certified Child Care Center license renewed on September 20, 2017. The license is currently set to expire on September 20, 2018.

The basis for the proposed Revocation is as follows:

The center has demonstrated a history of non-compliance with the rules for Certified Child Care Centers.

RECORDKEEPING

1. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all time to CCD [OCC]: (c) Personnel record for each staff, which shall include: (D) Verification that the staff is currently enrolled in the Central Background Registry."

As evidenced by:

- a. On or about June 25, 2014, OCC staff made an unannounced visit to the center. During the visit, OCC staff asked to review a CBR enrollment record of a staff member. The CBR record of the staff person was not available. The staff person called to confirm with the OCC his/her enrollment in the CBR. The staff person learned that their CBR enrollment was expired.
2. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff."

As evidenced by:

- b. On or about May 21, 2015, OCC staff made an unannounced visit to the center. During the visit, OCC staff reviewed attendance records for staff. Records indicate two facility staff were not signed in. In addition, one staff, who was on a break, did not sign out on the attendance record.
3. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff." (B) The date, name of each child in attendance, and time of arrival and departure. The record must show the children in attendance at any given time." (C) The current day's attendance records shall be maintained in the child's classroom in paper format."

As evidenced by:

- a. On or about July 30, 2015, OCC staff made an unannounced visit to the center. During the visit OCC staff reviewed attendance records the Pre-K classroom of July 29, 2015. The records indicated there were 20 children signed in and one staff person was signed in. The director provided an electronic attendance record for that staff person that was not located in the classroom as required.
4. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (a) Complete and current information on each child as required in OAR 414-300-0040(4) and (6) (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff." (B) The date, name of each child in attendance, and time of arrival and departure. The record must show the children in attendance at any given time."

As evidenced by:

- a. On or about July 31, 2017, OCC staff made an unannounced visit to the center. During the visit OCC staff reviewed records that indicated two children were not signed out, and two staff who either were not signed in or not signed out.
5. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to [OCC]: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff."

As evidenced by:

- a. On or about February 12, 2018, OCC staff conducted an unannounced visit to the center. During the visit, OCC staff reviewed the attendance for a group of children and staff for February 7, 2018. Although there were three staff signed in, the director admitted one of the staff had signed in on the incorrect roster.
 - b. On or about May 8, 2018, OCC staff conducted an unannounced visit to the center. During the visit OCC staff reviewed attendance for the day. Several classrooms did not have correct attendance for staff or children.
 - c. On or about June 8, 2018, OCC staff conducted an unannounced visit to the center. During the visit OCC staff reviewed available attendance records for the day. The records indicated that staff were not signed out in one of the classrooms.

6. The center was in violation of OAR 414-300-0060(1) which states, "The operator shall keep all records, except those specified in OAR 414-300-0060(1)(d)(F), for at least two years, and staff and children's records for two years after termination of employment or care. These records shall be available at all times to OCC: (b) Records of daily attendance showing: (A) The date of employment, time of arrival and departure, and room assignment for each staff. (B) The date, name of each child in attendance, and time of arrival and departure. The record must show the children in attendance at any given time."

- a. On or about May 8, 2018, OCC staff conducted an unannounced visit to the center. During the visit OCC staff reviewed attendance for the day. Several classrooms did not have correct attendance for staff or children.

GENERAL REQUIREMENTS

7. The center was in violation of OAR 414-300-0070(6)(a) which states, "No one shall have access to child care children or be in the center during child care hours who has demonstrated behavior that may have a detrimental effect on a child. This includes any individual in the center who has or may have unsupervised access, however brief, to child care children (i.e., the owner, the operator, all child care staff, maintenance staff who work on-site during hours of operation, volunteers who may be left alone with children, etc.). This does not apply to parents of children in care when they drop off and pick up their children." "The operator, all child care staff and others as described in section (6) above 18 years of age or older shall be enrolled in CCD's Criminal History Registry prior to the issuance of an initial or renewal certification."

As evidenced by:

- a. On or about July 23, 2012, OCC staff received notification that a staff member's CBR had expired. When the OCC staff made contact with the director, OCC staff learned that staff member had open the facility that morning and was onsite working. The Director was advised the individual had to leave the site and could return upon re-enrollment. The staff person left the site, and the CBR enrollment was renewed at a later date.
8. The center was in violation of OAR 414-300-0070(6)(b) which states, "Prior to any new staff, including a director, or individual being on-site at the center during child care hours, the staff/individual shall be enrolled in the Central Background Registry and the center shall receive verification from CCD [OCC] of the enrollment. This does not apply to parents of children in care unless they are assisting in the provision of child care. Volunteers may be exempt from this rule, as specified in OAR 414-300-0070(7)"

As evidenced by:

- a. On or about February 25, 2014, OCC staff received notification that a staff person's CBR enrollment had expired on February 22, 2014. The director stated that person was working on site at the time and that she would have the staff person leave and re-enroll in the CBR.
 - b. On or about June 25, 2014, OCC staff conducted an unannounced visit to the center. While at the facility, OCC staff asked to review a CBR enrollment record of a staff member. The CBR record of the staff person was not available. The staff person called to confirm with the OCC his/her enrollment in the CBR. The staff person learned that their CBR enrollment was expired.

SUPERVISION AND RATIOS

9. The center was in violation of OAR 414-300-0130(1) and (2) (a) which states, "The number of caregivers and group size shall be determined by the number and ages of the children in attendance." "The maximum number of children in a group and the ratio of caregivers to children specified in Table 3A of this rule shall apply, except that: (a) Except that when all toddler, preschool and school-age children are at rest, the situation permits, and the room is arranged so all children are supervised, there may be one teacher or Aide II supervising the resting room. As children awaken and become active, additional staff shall be added to return ratios to those in Table 3A. Sufficient staff to meet the required ratio shall be in the facility and able to be summoned by the caregiver without leaving the resting room."

As evidenced by:

- a. On or about March 15, 2012, OCC staff conducted an unannounced visit to assess a complaint allegation that the center was operating out of ratio. OCC staff conducted an unannounced visit towards the end of naptime due to a complaint that alleged that the ratios were not correct during those hours. OCC staff observed in the toddler classroom, there were eight children of which seven were awake with one staff person in the classroom with them. The required ratio for this age group is 1:4 with a group size maximum of 8. Additional staff were present but they were not in the room as required.
 - b. On or about February 12, 2018, OCC staff conducted an unannounced visit to the center to assess a complaint allegation that the center was operating out of ratio during an outing. During the visit, OCC staff reviewed the attendance and enrollment records for the date February 7, 2018, the same day of the outing to Pioneer Courthouse Square. The record indicated there were 15 children present, at least two children were under 30 months of age. There were two staff qualified as teachers with the group of children. The ratio for this age group is 1:4 and the group size is eight. The number of staff present for this many children did not meet what is required.
10. The center was in violation of OAR 414-300-0130 (1) and (3) which states, "Children shall at all times have the full attention of the appropriate number of staff. Children shall be within sight and sound of a caregiver at all times."

As evidenced by:

- a. On or about February 12, 2018 OCC staff conducted an unannounced visit to the center to follow up with the facility after learning a child received an injury during an outing at Pioneer Courthouse Square. During the visit, the director acknowledged a child fell into an empty fountain, sustaining a fracture and bruising. Neither of the staff knew the child fell, until the child began crying. This incident resulted in :
The child, age 2, fell onto the marble fountain area from an unknown distance, at the plaza located in downtown Portland constructed mostly of hard brick surface. The two year old received a sprained ankle during the fall that occurred while not being supervised by facility staff during the outing.
- b. On or about June 8, 2018 OCC staff conducted an unannounced visit to the center to assess a complaint alleging that during an outdoor activity at Terry Shunk Plaza. On May 31, 2018, two 5 year old boys were engaged in inappropriate behavior of a serious nature. During the visit, the director confirmed that staff from another agency and a passerby observed one child instigating inappropriate behavior of a serious nature with another child. This inappropriate behavior occurred within close proximity of the staff and the other children that were on the outing. Neither staff of the facility, or the volunteer who were with the childcare children on the outing, saw it occur. A passerby approached one of the facility staff and alerted facility staff to watch the two children. Another staff person then approached the children and spoke to both about their behavior. This incident resulted in

CONCLUSION

The Center has been unwilling or unable to maintain compliance with rules relating to the health and safety of child care children. Pursuant to ORS 329A.350(1) and OAR 414-300-0400(1), Certification may be denied or revoked if a center fails to meet requirements, provide OCC with information requested, allow an inspection, correct deficiencies, or is operated or maintained in a manner which is harmful to the health, safety or wellbeing of children in care.

As set forth above, the center has demonstrated that it is unable or unwilling to fully comply with the rules for Certified Child Care Centers, has failed to meet requirements set forth in applicable administrative rules, has failed to correct many deficiencies, and has demonstrated ongoing noncompliance. Each instance of non-compliance is an independent basis for Revocation. These violations, individually and together, raise serious

concerns about the Center's ability and willingness to comply with applicable regulations and maintain compliance with supervision and safety of childcare children. Based on the Center's serious history of noncompliance with the rules designed to ensure adequate supervision and safety of childcare children, the OCC is proposing to Revoke the Certified Child Care Center License.

NOTICE OF RIGHT TO REQUEST HEARING

You are entitled to a hearing as provided by the Administrative Procedures Act (chapter 183, Oregon Revised Statutes). If you want a hearing, you must make a written request to the OCC no later than 21 days from the date this Notice was mailed. The request should be sent to the Office of Child Care, 700 Summer St. Suite 350., NE, Salem, OR 97301. The request may also be submitted via fax at (503) 947-1428 or e-mail occ.hearings@state.or.us.

If you request a hearing, you will be notified of the time and place of the hearing. You may be represented by legal counsel at the hearing. Legal aid organizations may be able to assist you if you have limited resources. The OCC will be represented by an Assistant Attorney General from the Oregon Department of Justice. You will be provided information on the procedures, right of representation, and other rights of parties relating to the conduct of the hearing before commencement of the hearing. Any hearing will be conducted by an administrative law judge from the Office of Administrative Hearings, assigned as required by ORS 183.635.

If you fail to request a hearing within 21 days, if you request a hearing and subsequently withdraw your request for hearing, if you fail to appear for the hearing, or if a hearing is scheduled and you later notify the OCC or the administrative law judge that you will not appear at the specified time and place, the OCC may issue a final order by default. If the OCC issues a final order by default, the OCC designates the relevant portions of its files on this matter, including all materials that you have submitted relating to this matter, as the record for purposes of proving a prima facie case upon default.

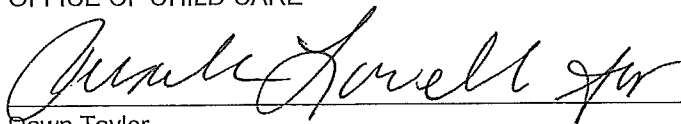
When the agency is required to issue a contested case notice pursuant to ORS 183.415, the notice shall include: (h) If the party is an agency, corporation, partnership, limited liability company, trust, government body or an unincorporated association, a statement that the party must be represented by an attorney licensed in Oregon, unless statutes applicable to the contested case proceeding specifically provide otherwise.

NOTICE TO ACTIVE DUTY SERVICE MEMBERS

Active duty service members have a right to stay proceedings under the federal Service members Civil Relief Act and may contact the Oregon State Bar (1-800-452-8260) or the Oregon Military Department for more information (1-800-452-7500). The United States Armed Forces Legal Assistance Legal Services Locator can be accessed at <http://legalassistance.law.af.mil/content/locator.php>

DATED this 17th day of August 2018

OFFICE OF CHILD CARE



Dawn Taylor
Child Care Director

DT:mm

Attachment Voicemail_15039471400_20180823 (1)_10.mp3 (136882 Bytes) cannot be converted to PDF format.

From: [KONDAYEN Kate * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Education whitepaper link
Date: Monday, August 27, 2018 1:58:49 PM

<https://drive.google.com/file/d/1BIO3DsKCQXHTaLuW8CUhzYXjxAnFyrpQ/view>

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Draft Betsy email
Date: Monday, August 27, 2018 2:00:19 PM

Hi Betsy,

Thanks for coming out this AM to Madison. I wanted to ask for a few updates to [your story](#):

- The graduation rate improvement has been 5 percentage points, not 3, during the Governor's tenure.
- Third grade reading is not one of the pledges—it's definitely a metric for success in Oregon's schools, but is not a strategy. The Governor's seven approaches are listed on page 16.

Thanks for your consideration.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [BLOSSER Nik * GOV](#)
To: [KORESKEI Debbie * GOV](#); [PAIR Chris * GOV](#)
Subject: FW: Housing whitepaper final with two attachments
Date: Monday, August 27, 2018 2:17:34 PM
Attachments: [Attachment 1 Housing Spectrum Table FINAL 20180826.docx](#)
[Attachment 2 Milestones Table FINAL 20180826.docx](#)
[Policy Agenda Whitepaper Homelessness to Homeownership FINAL 20180826.docx](#)

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Monday, August 27, 2018 at 11:58 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Housing whitepaper final with two attachments

Nik,

Good morning. Please see attached:

- Whitepaper final
 - There are two red paragraphs that address the one tension point between FH and RB. Please modify according to your conversations.
- Attachment 1: Housing Spectrum Table
- Attachment 2: Milestones Table

The only thing not really addressed in this revised draft is the more heart and brevity. I believe the web copy handles this.

Thanks,

James

James LaBar
Regional Solutions Coordinator: [Mid-Valley Region](#)
Housing Policy Advisor
Office of Governor Kate Brown
971.209.8371

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, <i>proposed</i>)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people’s chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30% Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	<p>Homeless</p>	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans’ Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	<p>Unsheltered homeless</p>	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children’s proposal</i>
	<p>Chronically homeless</p>	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-80% MFI, less than \$59,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Full-time, minimum wage worker, 32% MFI, \$23,000 ○ Customer service representative, 55% MFI, \$40,000 ○ Two full-time min. wage workers, 65% MFI, \$47,000 ○ Carpenter, 70% MFI, \$51,000 • Housing context: <ul style="list-style-type: none"> ○ 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. ○ 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> • More permanent, affordable housing • LIFT • Preservation of affordable housing • Individual Development Account (IDA) • <i>Acquisition of “Naturally Occurring Affordable Housing”</i> • <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 80-120% MFI, between \$59,000 - \$88,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Police Officer, 91% MFI, \$66,000 ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest marketrate housing options for this group, including a mix of rental and homeowner units. 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at whatever price the local market is at	<ul style="list-style-type: none"> • <i>Greater Oregon Housing Accelerator</i>

Attachment: Milestone Table				
Milestone	Detail			
	2015	2017	2018	2019
1. Record development of affordable homes	<ul style="list-style-type: none"> • \$40 million of bonds for LIFT <ul style="list-style-type: none"> ○ LIFT leveraged additional federal (4% Low Income Housing Tax Credit) and state resources to support the record number of housing ○ Mental Health Housing Program - \$20 million has led to the funding of 404 units with supportive services to seed OHCS's work on permanent supportive housing with OHA 	<ul style="list-style-type: none"> • \$80 million of bonds for LIFT <ul style="list-style-type: none"> ○ Expanded the LIFT program in statute to support the development of affordable homeownership • \$25 million of lottery-backed bonds for preservation for affordable housing • \$1.3 million for foreclosure avoidance • Renewed the Oregon Affordable Housing Tax Credit (OAHTC) and expanded the credit's cap to \$25 million • New Land Acquisition Program, seeded with \$2.5 million from OHCS, creates a revolving loan program to allow affordable housing developers to purchase and hold land for future development 	<ul style="list-style-type: none"> • The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium, which is approx. \$60 million more per biennium in resources. 76 percent of these resources (approx. \$68 million) will go towards the GHAP that funds both the development and preservation of safe, stable and affordable places to call home for Oregonians <ul style="list-style-type: none"> ○ In 2018, OHCS will be making approximately \$17.1 million available in GHAP resources to fund the development and preservation of affordable housing, including manufactured housing. In addition, OHCS issues GHAP Veterans funding every other year to support developments serving low-income veterans. 	

Milestone	Detail			
	2015	2017	2018	2019
2. Historic state investments in emergency housing and shelter to help the homeless		<ul style="list-style-type: none"> • \$40 million investment into the Emergency Housing Assistance (EHA) fund and State Homeless Assistance Program (SHAP), which was double the 2015-17 investment. • \$1.5 million in Lottery Funds to OHCS in support of veterans' housing and homelessness prevention in alignment with Governor Brown's commitment to end veterans' homelessness 	<ul style="list-style-type: none"> • The Governor's emergency shelter request for \$5.2 million has been dispersed throughout the state to best address unprecedented increases in need, both for shelter capacity and homeless prevention • The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium (an increase of \$60 million) in resources. 10 percent of these resources (approx. \$9million) will go towards EHA funds to assist low or very low-income Oregonians who are homeless, or at risk of becoming homeless, to acquire and sustain stable housing. This includes critical emergency rent assistance to keep Oregonians from slipping into homelessness • OHCS and ODVA worked together to develop a collaborative plan in support of ending veterans' housing and homelessness that includes building lasting infrastructure and deploying resources into permanent housing and emergency housing assistance 	

Milestone	Detail			
	2015	2017	2018	2019
3. Launched housing pilot projects supporting Oregon families, communities, and employers			<ul style="list-style-type: none"> • The five pilot projects and partners are: <ul style="list-style-type: none"> ○ Donald ○ Pacific City ○ Warm Springs ○ Harney County ○ Lincoln County 	
4. Record success for new homeowners in Oregon			<ul style="list-style-type: none"> • The Document Recording Fee increased in the 2018 session, which will provide OHCS approximately \$90 million per biennium and is approximately \$60 million more per biennium in resources. 14 percent of these resources (approximately \$13 million) will go towards the Home Ownership Assistance Program (HOAP) that provides down payment assistance, counseling and education for first-time homebuyers. HOAP funds may also be used for single family rehab and repair. OHCS recently made \$1.5 million in Veterans HOAP funds available statewide to be used for health, safety, adaptability, and habitability projects for veterans, including grab bars and wheelchair access ramps. (continued) 	

Milestone	Detail			
	2015	2017	2018	2019
4. Record success for new homeowners in Oregon (continued)			<ul style="list-style-type: none"> The increase in the Document Recording Fee led to the creation of a first-time home buyer savings account with a financial institution for the purpose of paying or reimbursing eligible costs to purchase a single family residence. 	
5. Oregon Statewide Housing Plan				<ul style="list-style-type: none"> The Statewide Housing Plan will set a data-driven, long term plan that clearly articulates the extent of Oregon's housing problem and what can be done to address it. OHCS conducted extensive outreach from communities across the state in the fall of 2017 and has collected data on housing need and existing resources. This qualitative and quantitative research is informing development of a draft Statewide Housing Plan planned for fall 2018, with a final plan to be published in early 2019.

From Homelessness to Homeownership: Focusing on Housing Stability for Families, Chronically Homeless, and Rural Communities

Vision and goal

Vision

Every Oregonian, in communities large and small, has access to housing choices that will allow their family to thrive.

Goal

Accelerate state leadership in housing all Oregonians with a focus on children, including state supports for significantly reducing unsheltered homelessness, increasing state investment in affordable housing by more than doubling the existing pipeline - up to 20,000 homes by 2021, maintaining a constant housing supply of all types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created a supply and demand imbalance that is reflected in home prices and rental rates. Oregon is not immune to this crisis and underbuilt 155,156 housing units during that fifteen year period.¹

The shortage has had negative impacts throughout Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important because tools are tailored for each. Major spectrum parts include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing tools, and new proposals are summarized in *Attachment 1, Housing Spectrum Table*.²

¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework" which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt throughout the spectrum with these groups being actutely affected: 1. Families experiencing homelessness; 2. Oregon's veterans; 3. Chronically homeless individuals; and 4. Rural communities throughout Oregon. Across all these groups, communities of color are bearing the brunt of the housing crisis. African Americans and Native Americans, in particular, are more likely to experience homelessness and pay more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts.³

Oregon communities have worked diligently to address homelessness and to boost the supply of housing in recent years. The most impactful efforts have been collaborative partnerships between housing and service providers, private industry, local leaders, non-profits, state agencies, and local government. A few of those efforts include making great strides with ending veterans' homelessness in Multnomah and Lane counties as well as aligning homeless services in the cities of Portland and Eugene. While progress is being made, much more work is needed.

Oregon continues to have one of the highest rates of unsheltered homeless individuals in the country, with 57 percent of the state's homeless population living in places not meant for habitation such as on the street or in a car. According the 2017 Point-in-Time count, 13,953 people were experiencing homelessness on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest income residents. As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI). This shortage of affordable units has led to a high percentage of renters paying more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian Americans.⁷

Families Experiencing Homelessness

According to the 2017 Point in Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those persons (52 percent), 1,826, are living without shelter at all, which is the second highest rate of unsheltered people in families in the country.⁸ In addition to the Point in Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-2017 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources. Note: Approximately 17,000 of the total number of students experiencing homelessness are living in doubled up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27% could utilize payments.

The National Center for Homeless Education has recognized best practices for helping families and are based upon collaborative partnerships like the Governor Brown's Children's Cabinet. A collaboration between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community.

Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. This made Oregon the fifth highest state in terms of number of veterans experiencing homelessness. As a result of that information, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to OHCS to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans Affairs (ODVA), collectively researched best practices; spoke with local, state, and federal leaders; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran By-name lists, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and identified additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The By-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon is in need of 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>

intellectual and developmental disabilities, transition-age youth, people with substance abuse disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wraparound supportive services for people experiencing homelessness and with disabilities. As OHCS held listening sessions across the state in 2017/18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

Rural Communities in Oregon

An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Another theme heard throughout OHCS's outreach efforts for the Statewide Housing Plan were the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to "pencil out."

Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and increasing the supply of affordable homes. In the Portland Metro region, the Joint Office on Homelessness (Joint Office), a joint project between Multnomah County and the City of Portland, launched a "A Home for Everyone." Because of the increased alignment a new 75-bed shelter was operational in one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

In November 2018, the Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency and mental health resources, to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources towards the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene, to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wraparound supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

Top Five Milestones Towards the Future¹⁷

1. **Record development of affordable homes:** Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. The doubling of affordable homes in development since Governor Brown has been in office is due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and Document Recording Fee/General Housing Account Program (GHAP). To put the record number in perspective, Oregon funded 4,000 affordable homes last year, and the year before about 3,500.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools by leveraging federal funding and private investment. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table - the 4% Low Income Housing Tax Credit which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.
2. **Historic investments in emergency housing and shelter to help the homeless:** Oregon has made recent historic investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

3. Launched housing pilot projects supporting Oregon families, communities, and employers: In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, was designed to form partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers.
4. Making homeownership possible in Oregon: In 2017, the State had a banner year of the Oregon Bond Residential Loan Program, which finances below market interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities – OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units – affordable to low income homebuyers.

In addition to this home finance activity, the state is working hard to expand its efforts to provide down payment assistance and housing counseling, which are critical tools in hot markets where prices are out of reach. Activities include:

- Oregon's Individual Development Account (IDA) Initiative helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered program "completers," and represent 79% of all account closures in 2016. Oregon's rate is among the highest completion rates reported by IDA programs across the country.
5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious 5-year Statewide Housing Plan, and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

Plan: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution, not one entity, or one person that can solve the crises throughout the housing spectrum from homelessness to homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, get people quickly off the street, and help all Oregonians access stable homes. Today the state is working more closely

than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has four strategies that will focus on where the impacts of the housing shortage have been the most acute. The four strategies will run through Oregon's entire housing spectrum including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply – both affordable and market-rate homes. The Governor's plan will balance between providing relief to renters in times of high rent increases due to short supply and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases. The Governor supports the affordable and market-rate development partners through meaningful incentives and reasonable regulations that helps to provide certainty to the home building and rental environments.

The Governor's strategies include:

1. End Children's Homelessness: Ensuring no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes¹⁹
2. House Oregon's Veterans: Ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs.
3. Invest in Permanent Supportive Housing: Moving people from street corners and doorways and into homes by investing in proven strategies like Permanent Supportive Housing
4. Accelerate Growth in Housing Supply: Dramatically increasing the number of affordable homes throughout Oregon by supporting the growth of housing supplies

1. End Children's Homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no cause evictions and by making resource investments to help address high rent increases, and to build and preserve more affordable homes for children and families

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads.

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience."

<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>

There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200 - 2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰
- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and DHS Family Self Sufficiency agency, is encouraging interagency partnerships and coordination to support a **\$20 million** dollar investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²

²⁰ OHCS estimate based on current LIFT investment experience.

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

- F. Expand the Individual Development Account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

2. House Oregon's Veterans

Finish the job of ending veteran homelessness in Oregon

On March 31, 2017, Governor Brown called for an end to veteran homelessness and this strategy continues efforts that will finish the job. OHCS and ODVA partnered to research best practices; spoke with local, state, and federal leaders; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the on-going needs of Oregon veterans started with providing pilot communities with the resources to establish a By-Name List of homeless veterans, allowing for real time data collection and detailed outcome tracking. The By-Name Lists will continue to help build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, best practice sharing, crosssector connections, and resource coordination and leveraging.

The deployment of immediate resources led to increased veterans services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently increased Document Recording Fee resources.

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.

3. Invest in Permanent Supportive Housing

Increase funding to help the chronically homeless get off the streets and increase access to addictions and mental health treatment and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs, including persons with disabilities and persons coming out of chronic homelessness, achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent;
- Supportive: Tenants have access to the support services that they need and want to retain housing; and
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities.

While PSH is a nationally recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but on-going funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop “CCO 2.0” which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate Growth of Housing Supply

Creating partnerships to increase Oregon’s housing supply and develop economic opportunities by promoting training and apprenticeship programs for construction in rural Oregon, funding for

more affordable housing, and working to recruit business to the most economically depressed parts of our state

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in General Fund resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to at least three dozen collaborative partnerships between employers and communities in rural Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Rural communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

State will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

Governor Brown's plan entails approximately \$370 million of investments focusing on housing stability for families with children, chronically homeless, and rural communities:

1. Strategy: End Children's Homelessness (\$315 Million)

Tactics and metrics:

- A. Build 2,200 - 2,600 units by 2024 by investing \$160 million in bond proceeds for LIFT with incentives for family sized units and tailored services for homeless families
- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for EHA/SHAP
- C. Address Oregon's high rate of children experiencing unsheltered homelessness through encouraging interagency partnerships and coordination to support a \$20 million dollar investment of flexible funding to achieve clear and measurable goals to provide homes for more families with children
- D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity
- E. Acquire at least 800 units in multifamily housing properties by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund
- F. Double the IDA tax credit cap to \$15 million to double program graduates to 2,280 allowing more families to save toward homeownership
- G. Build on successful strategies to better support low-income renters and domestic violence survivors to access and retain private market housing by providing up to \$20 million in investments

2. Strategy: House Oregon's Veterans

Tactics and metrics:

- House the estimated 1,300 veterans experiencing homelessness in Oregon
- Lasting infrastructure:
 - Build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring
 - Build upon successful veteran convenings held in December 2017 and June 2018, and provide technical assistance to local partners
- Resource deployment:
 - Continue increased veterans services

3. Strategy: Invest in Permanent Supportive Housing (\$20 Million)

Tactics and metrics:

- Building at least 200 PSH units by 2024 through investment of \$20 million in bond proceeds
- OHCS re-tooling its core programs to incentivize development of additional PSH units with appropriate services

- OHCS working with OHA to develop “CCO 2.0” which will include links to housing
- OHCS, OHA and project sponsors to track the impacts of these PSH units on public systems

4. Strategy: Accelerate Growth of Housing Supply (\$35 Million)

Tactics and metrics:

- Provide incentives to at least three dozen collaborative, private-public partnerships by dedicating \$15 Million in General Fund resources to accelerate local housing efforts
- Make \$20 million available to developers to facilitate development throughout Greater Oregon by modifying the Housing Development Guarantee Account

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Draft Betsy email
Date: Monday, August 27, 2018 2:59:26 PM

Looks good.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Monday, August 27, 2018 at 2:00 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Draft Betsy email

Hi Betsy,

Thanks for coming out this AM to Madison. I wanted to ask for a few updates to [your story](#):

- The graduation rate improvement has been 5 percentage points, not 3, during the Governor's tenure.
- Third grade reading is not one of the pledges—it's definitely a metric for success in Oregon's schools, but is not a strategy. The Governor's seven approaches are listed on page 16.

Thanks for your consideration.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: [CALDERON Miriam - ELD](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Cc: [LESLIE Berri * GOV](#)
Subject: FW: Electronic Signatures
Date: Monday, August 27, 2018 3:01:36 PM
Attachments: [ODEDHSChildCareLimitPlaceholder 8 27 2018 MC.docx](#)
[ODEPDGB-5GrantApplication 8 27 2018.docx](#)

FYI – want to make sure you’re aware of the other ELD letter for e-board, re: approval to apply for a federal capacity building grant to improve services (early care and education) for infants, toddlers, and preschoolers. This application would be submitted on behalf of Governor Brown; as such it would require a letter from her as part of Oregon’s application. Below is the link to the federal forecast.. We are waiting on the feds to release the FOA, so we can get more details on how this federal funding aligns w/ our priorities in OR.

Let me know if you need anything further at this point.

<https://www.grants.gov/web/grants/search-grants.html?keywords=HHS-2019-ACF-OCC-TP-1379>

Thanks, MC

From: TATE Ben - ELD
Sent: Monday, August 27, 2018 11:05 AM
To: CRAGER Rick - ODE <rick.crager@ode.state.or.us>
Cc: FREDERICK Becky - ODE <becky.frederick@ode.state.or.us>; CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>
Subject: FW: Electronic Signatures

Here they are with signatures ...

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ ben.tate@state.or.us

fb.me/OREarlyLearning



Oregon
Kate Brown, Governor



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August 27, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD) and the Department of Human Services (DHS) is providing a placeholder to request an increase to their respective agency budget limitations due to additional funding allocated by the U.S. Department of Health and Human Service for the Child Care Development Block Grant (CCDBG). These requests are as follows:

- ODE ELD will be requesting an increase of up to \$21,997,901 in Federal Funds limitation and the establishment of up to 24 limited-duration positions (7.20 FTE).
- DHS will be requesting an increase of up to \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Agency Action

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Child Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018.

Oregon's share of these new federal funds is \$25,600,808 for FY 2018 and FY 2019. The federal award letter, received first on May 1, 2018 indicates that FY 2018 Federal Funds must be obligated by September 30, 2019 and liquidated by September 30, 2020.

Both ELD and DHS having been working with the Governor's Children's Cabinet to identify how best to allocate these additional resources into the child care system and improve access to services for families and providers. While much of the priorities for this funding has been established, the ELD and DHS requires some additional conversation with the Governor's Office

in finalizing the plan. As a result, this request will serve as a placeholder request with the final request to be submitted by 5PM, Wednesday, August 29, 2018

Legislation Affected

Oregon Department of Education:
Section 4(1) Chapter 590, Oregon Laws (2017)
Section 5(1) Chapter 590, Oregon Laws (2017)

Oregon Department of Human Services Section 2(2) Chapter 597, Oregon Laws (2017)

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

Sincerely,



Franz Pabst

Colt Gill
Deputy Superintendent of
Public Instruction

Miriam Calderon
Early Learning System
Director

Fariborz Pakseresht
Department of Human Services
Director



Oregon

Kate Brown, Governor



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Colt Gill
Deputy Superintendent of Public Instruction

August 27, 2018

The Honorable Senator Peter Courtney, Co-Chair
The Honorable Representative Tina Kotek, Co-Chair
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD), respectfully requests approval to apply for a federal grant of up to \$10,000,000 from the U.S. Department of Health and Human Services (DHHS) for the Preschool Development Grant Birth through Five (PDG B-5).

Agency Action

DHHS, in consultation with the U.S. Department of Education (USDOE), is providing \$252 million in grant opportunities for lead state agencies to carry out the activities of the PDG B-5. The PDG B-5 seeks to empower State governments to lead the way in leveraging federal, state, and local early care and education investments. The funding for this grant will assist states in the coordination of their existing early care and education services and funding streams for providing equal access to more children birth through five in a mixed delivery model.

The ELD will be proposing an application that focuses on developing, updating, and implementing a strategic plan that facilitates collaboration and coordination among existing programs of early childhood care and education in a mixed delivery system across the State. The proposal will also be designed to prepare children of low economic means and opportunity to enter kindergarten and to improve transitions from such system into the local educational agency or elementary school that enrolls such children. This work may include, but is not limited to, strategies that:

- more efficiently use existing federal, state, local, and non-governmental resources to align and strengthen the delivery of existing programs;

- coordinate the delivery models and funding streams existing in the state's mixed delivery system;
- develop recommendations to better use existing resources in order to improve:
 - the overall participation of children in a mixed delivery system of federal, state, and local early childhood education programs;
 - program quality while maintaining availability of services;
 - parental choice among existing programs; and
 - school readiness for children experiencing poverty, including during such children's transition into elementary school;
- encourage partnerships among Head Start providers, state and local governments, Indian tribes and tribal organizations, private entities (including faith- and community- based entities), and local educational agencies, to improve coordination, program quality, and delivery of services; and
- maximize parental choice among a mixed delivery system of early childhood education program providers.

The grant does require a 30% state match, which ELD will provide through a portion of its Preschool Promise annual program budget of \$17.75 million in General Fund.

The DHHS is expected to release its official instructions to submit grant applications later this month. All grant applications will be due sixty days after the release with the official grant awards scheduled to be announced by December 17, 2018. The ELD plans to work with its partners, stakeholders, and external consultants over the next month to develop the grant proposal.

Agency Request

Approve the Oregon Department of Education, through its Early Learning Division, to apply for a federal grant of up to \$10,000,000 from the U.S. Department of Health and Human Services for the Preschool Development Grant Birth through Five.

Legislation Affected

None

Thank you for considering the approval of this request.

Sincerely,

Colt Gill
Deputy Superintendent of Public Instruction

Sincerely,



Miriam Calderon
Early Learning Division Director

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: Re: Housing whitepaper final with two attachments
Date: Monday, August 27, 2018 3:02:49 PM

Just a note, this doesn't really have an executive summary section, just a paragraph on the goal. This is totally workable, just might look a little different.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Monday, August 27, 2018 at 2:17 PM
To: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: Housing whitepaper final with two attachments

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Monday, August 27, 2018 at 11:58 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Housing whitepaper final with two attachments

Nik,

Good morning. Please see attached:

- Whitepaper final
 - There are two red paragraphs that address the one tension point between FH and RB. Please modify according to your conversations.
- Attachment 1: Housing Spectrum Table
- Attachment 2: Milestones Table

The only thing not really addressed in this revised draft is the more heart and brevity. I believe the web copy handles this.

Thanks,

James

James LaBar
Regional Solutions Coordinator: [Mid-Valley Region](#)

**Housing Policy Advisor
Office of Governor Kate Brown
971.209.8371**

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Draft Betsy email
Date: Monday, August 27, 2018 3:03:18 PM

Thanks. I added in the link to the paper, will let you know what she says.

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Monday, August 27, 2018 at 2:59 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Draft Betsy email

Looks good.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Monday, August 27, 2018 at 2:00 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Draft Betsy email

Hi Betsy,

Thanks for coming out this AM to Madison. I wanted to ask for a few updates to [your story](#):

- The graduation rate improvement has been 5 percentage points, not 3, during the Governor's tenure.
- Third grade reading is not one of the pledges—it's definitely a metric for success in Oregon's schools, but is not a strategy. The Governor's seven approaches are listed on page 16.

Thanks for your consideration.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Fwd: request for update
Date: Monday, August 27, 2018 3:24:53 PM

Sent from my iPhone

Begin forwarded message:

From: Betsy Hammond <betsyhammond@oregonian.com>
Date: August 27, 2018 at 3:20:55 PM PDT
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: request for update

Hi Kate:

I stand by what the story says about grad rates, "But the rate improved 3 percentage points from 2015 to 2017 on the governor's watch."

The governor took office in Feb 2015, when the class of 2015 was more than halfway through their senior year. So I am not counting on her to influence their grad rate. Their on-time grad rate was 73.8 percent.

The governor could influence the grad rates of classes after that. The rate went up 1 percentage point for the class of 2016 and 2 for the class of 2017.

The 3 percentage points comes from comparing the 2017 rate, 76.7 for the class of 2017, with the grad rate for the class of 2015, which was 73.8. We see therefore that graduation rate improved 2.9 percentage points (which I rounded up to 3 percentage points) from 2015 to 2017 on the governor's watch.

On the other, I heard her say in the scrum that she wanted to make class sizes smaller in K through 3 so that children could learn to read. Did I hear her wrong? I thought I taped her remarks but when I got to my office, I learned that only the remarks in the auditorium got captured.

Betsy

Betsy Hammond
Editor, Education and Portland team
State education enterprise reporter
(503) 294-7623

betsyhammond@oregonian.com
www.oregonlive.com/education
www.oregonlive.com/politics
@chalkup
@OregonianPol

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Sent: Monday, August 27, 2018 3:02 PM

To: Betsy Hammond

Subject: request for update

Hi Betsy,

Thanks for coming out this morning to Madison. I wanted to ask for a few updates to [your story](#):

- The graduation rate improvement has been 5 percentage points, not 3, during the Governor's tenure.
- Third grade reading is not one of the pledges—it's definitely a metric for success in Oregon's schools, but is not a strategy. The Governor's seven approaches are listed on page 16 of the [document we shared](#) this AM.

Thanks for your consideration.

Best,
Kate

Kate Kondayen

Press Secretary

Office of Governor Kate Brown

O: 503.378.6496 | **M:** 503.689.0248

From: [SIEGEL Marc - ODE](#)
To: [MORAWSKI Lisa - CEDO](#); [KONDAYEN Kate * GOV](#)
Subject: FW: public records request update?
Date: Monday, August 27, 2018 3:39:59 PM



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>
Sent: Monday, August 27, 2018 3:38 PM
To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: public records request update?

Thanks Jenni.

I can confirm that your approach to the “based on gender” section of my request is acceptable.

Rob

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Date: Monday, August 27, 2018 at 2:59 PM
To: Rob Manning <rmanning@opb.org>
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: public records request update?

Good Afternoon Rob,

Below please find a clarification request and responses relating to your public records requests to the Oregon Department of Education.

- Related to your request dated August 14, 2018:

In response to your request for a summary regarding “complaints or settlements involving ODE employees, based on gender,” we will provide a summary document of completed investigations related to gender discrimination, gender bias and gender-based sexual harassment including the complaint, who the complaint was against and their title and the conclusion of the investigation.

Can you confirm that this fulfills your request?

- Related to your request dated August 21, 2018:

Attached please find Johnna Timmes' resignation materials. We have no additional responsive documentation related to the departure of this employee.

For your request regarding Jan McCoy's administrative leave, ODE has documents responsive to this request. Some of the responsive documents relate to a new, pending investigation. Pursuant to ORS 192.345(12), those records are exempt from disclosure and will not be provided.

Thank you,



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Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>
Sent: Tuesday, August 21, 2018 4:05 PM
To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: public records request update?

Thanks Jenni.

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Date: Tuesday, August 21, 2018 at 3:54 PM
To: Rob Manning <rmanning@opb.org>
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: RE: public records request update?

Hi Rob,

This message serves as confirmation that we have received your public records request dated August 21, 2018.

We are actively working on responses for your requests dated June 27, August 8 and August 14.

I will be in touch with additional information soon.

Thank you,

Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office



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503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>
Sent: Tuesday, August 21, 2018 3:48 PM
To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Subject: Re: public records request update?

I am still interested in receiving the public records in the Aug. 10 email (below), as well as those mentioned in the acknowledgment message I received from you on Aug. 14 (which originated from questions I directed toward Krista Campbell).

I would like to add **three more requests** to those ODE is already processing:

- 1.) Please provide records related to the departure of **Michelle Hooper**, chief of staff to the deputy superintendent at Oregon Department of Education. Records should include complaints, investigative records and correspondence referencing complaints and investigations involving Hooper. Please provide any official communication from Human Resources to Hooper. Please include any response from Hooper or her legal representative, such as a resignation letter, or response to complaints or investigations.
- 2.) Please provide records related to the departure of **Johnna Timmes**, who held multiple titles at ODE, including Interim Assessment Director. Please provide complaints, investigative records and correspondence referencing complaints and investigations involving Timmes. Please provide any official communication from Human Resources to Timmes. Please include any response from Timmes or her legal representative, such as a resignation letter, or response to complaints or investigations.
- 3.) Please provide records related to the decision to place ODE research and planning specialist **Jan McCoy** on paid administrative leave. Records should include the formal notice and any records of complaints, investigations or other documented justification behind ODE's decision to place McCoy on leave. Please provide any response to the decision to place McCoy on administrative leave from McCoy or his legal representative.

Publication of these records is in the public interest, as these three individuals performed critical roles at an important public institution: the Oregon Department of Education, the federally-recognized State Education Agency.

- Michelle Hooper served as the chief of staff to the deputy superintendent in charge of ODE. In that role, Hooper had considerable influence over the management and regulation of hundreds of Oregon public schools.
- Johnna Timmes helped lead a key branch of ODE involving data management and

assessment, with significant implications for policy-making and budgeting.

- Jan McCoy has been the point-person for implementation of a voter-approved initiative involving many millions of dollars meant to improve services at Oregon's public high schools.

As always, I am happy to discuss this request (and the others) to facilitate their fulfilment.

Rob

--

Rob Manning
OPB Radio News
rmanning@opb.org
office: (503) 293-4004
cell: (503) 702-1264

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Date: Friday, August 10, 2018 at 7:53 AM

To: Rob Manning <rmanning@opb.org>

Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: RE: public records request update?

Good Morning Rob,

This work is still in progress.

Best,



Oregon achieves . . . together!

Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>

Sent: Thursday, August 9, 2018 4:09 PM

To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: Re: public records request update?

Can you provide an update on this? It has been two weeks since I last received an update regarding

the June 27 records request.

I believe the July 3 request has already been filled.

Thanks,

Rob

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Date: Friday, July 27, 2018 at 12:17 PM

To: Rob Manning <rmanning@opb.org>

Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: RE: public records request update?

Hi Rob,

Anytime we release employee information involving possible complaints or investigations we have an internal review and process that we have to go through. We are currently in that review and process now and are working diligently to get the records to you in a timely fashion. We anticipate 2-3 weeks.

Best,



Oregon achieves . . . together!

Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>

Sent: Friday, July 27, 2018 11:40 AM

To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: Re: public records request update?

Do you have a time estimate on the June 27 request? I believe that's the one that involved a \$200 payment from OPB, which you should have received by now.

Rob

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Date: Friday, July 27, 2018 at 11:34 AM

To: Rob Manning <rmanning@opb.org>

Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: RE: public records request update?

Hello Rob,

Both public records requests are well underway, and we hope to produce responsive documentation for your July 3 request later next week.

Best,



Oregon achieves . . . together!

Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: Rob Manning <rmanning@opb.org>

Sent: Friday, July 27, 2018 10:02 AM

To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Subject: public records request update?

Please provide a status update regarding the following records I requested. I have put into italics requests that were sent entirely to other offices. Those in plain text remain ODE's responsibility to complete. Thanks for your attention.

From July 3:

1.) Any correspondence between the Oregon Department of Education and the Oregon Department of Justice discussing the "Statewide Longitudinal Data System" or "SLDS," and its compliance with the Family Educational Rights and Privacy Act (FERPA).

2.) Correspondence involving at least two of the following current or former state employees: Susie Strangfield, Salam Noor, Laurie Roe-Starr (or Laurie Roe), John Starr, Lindsey Capps, and Michelle Hooper from July 1, 2015 to Dec. 31, 2017, using the terms "Statewide Longitudinal Data System" or "SLDS." (PARTIALLY REFERRED TO CHIEF EDUCATION OFFICE, UNDERWAY)

3.) *Any emails sent to or from Governor Kate Brown in which the Statewide Longitudinal Data System, or SLDS, was discussed. (REFERRED TO GOVERNOR'S OFFICE, COMPLETED)*

4.) *Any notes, summaries or minutes from meetings related to the SLDS or Statewide Longitudinal Data System, attended by Lindsey Capps or Governor Brown. (REFERRED TO CHIEF ED OFFICE & GOVERNOR'S OFFICE, UNDERWAY)*

From June 27:

- 1.) I would also like records related to the departure of Josh Klein from ODE in 2017.
- 2.) Please provide records related to complaints or investigations into either Susie Strangfield or Josh Klein, which preceded their departures.
- 3.) I understand that in the last several years, three assistant superintendents have left Oregon Department of Education. Please release correspondence, records of complaints and investigations into the conduct of the last three assistant superintendents to have left ODE.

--

Rob Manning
OPB Radio News
rmanning@opb.org
office: (503) 293-4004
cell: (503) 702-1264

From: [BLOSSER Nik * GOV](#)
To: [KORESKEI Debbie * GOV](#)
Cc: [MOAWAD Heidi * GOV](#); [LESLIE Berri * GOV](#); [ZEJDLIK Gina * GOV](#)
Subject: Re: Policy Agenda Whitepapers
Date: Monday, August 27, 2018 3:54:32 PM

And... state facts as facts - think authoritative.

Sent from my iPhone

On Aug 27, 2018, at 3:00 PM, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov> wrote:

Governor Brown believes

From: MOAWAD Heidi * GOV
Sent: Monday, August 27, 2018 3:00 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>
Subject: RE: Policy Agenda Whitepapers

Apologies if we said this, but whose "voice" are we writing this in?

"Governor Brown believes guns are bad" or "I believe guns are bad" - Governor Brown

Sincerely,

Heidi Moawad
Public Safety Policy Advisor to Oregon Governor Kate Brown
(503) 986-6550

From: ANDREW Jennifer J * GOV on behalf of BLOSSER Nik * GOV
Sent: Monday, July 30, 2018 8:07 AM
To: ALDERSON Greg R * GOV; ANDREW Jennifer J * GOV; BHATT Pooja * GOV; BUEHLER Dustin E * GOV; CAMPOS Shelby * GOV; CAPPS Lindsey D * GOV; COBA Katy * DAS; DANIELS Nakeia L * GOV; EDLUND Tina * GOV; FINN Brendan * GOV; FISHER Nikki * GOV; HARRYMAN Mike K * GOV; HOCKADAY Bryan * GOV; HOWARD Lisa * GOV; ISAAK Misha * GOV; KING Natalie * GOV; KLEIN Rosa * GOV; KONDAYEN Kate * GOV; KORESKEI Debbie * GOV; LABAR James * GOV; LESLIE Berri * GOV; LEWIS-BERRY Jason * GOV; MATASAR Emily * GOV; MCCOLAUGH Annie * GOV; MCKENNA Jim J * GOV; MINER Jason * GOV; MOAWAD Heidi * GOV; MOLLER Mary * GOV; PAIR Chris * GOV; PIRTLE-GUINEY Elana * GOV; RHOADES Jeffrey * GOV; ROMAN Linda * GOV; SHEERAN Kristen * GOV; STREETER Amira * GOV; ZEJDLIK Gina * GOV
Cc: GOV_DL_Policy_Assistants; BLOSSER Nik * GOV
Subject: Policy Agenda Whitepapers

Policy Advisors –

Thank you for submitting the bullets for your future plans for the assigned whitepapers.

I reviewed all of the submissions, and Debbie, Chris and I reviewed them together as well. I have sent a few of you feedback and questions already.

Your submissions allowed us to see how much work there is to be done to develop plans with SMART goals for our policy objectives for 2019 and beyond.

S – Specific

M – Measurable

A – Attainable

R – Realistic

T – Time Bound

This is easy to say and hard to do – especially on the short timeline we are on. Getting this done in August is going to be a lot of work, but we must do it. To help us deliver, Debbie and Chris will be calling and meeting with each of you over the next week to provide additional feedback and discuss how to modify your goals to be SMART.

You have done a great deal of the work already – it just needs to be synthesized by combining the long list of past accomplishments with a clear plan for the future, with these future plan goals written in a SMART way. The template we provided still makes sense in terms of organization, and I have attached a blank version of it.

I look forward to reading the complete drafts the week of August 13th when I'm back from vacation.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [TAYLOR Dawn - ELD](#)
To: [BHATT Pooja * GOV](#); [ARROYO Sheril * GOV](#); [KONDAYEN Kate * GOV](#); [TAYLOR Dawn - ELD](#); [FERDER Cassandra L - ELD](#); [SHAW Jarrod * GOV](#)
Cc: [CALDERON Miriam - ELD](#)
Subject: RE: call re: YMCA Moda Tower Child Development Center
Date: Monday, August 27, 2018 5:00:58 PM

I can do either as well, but 5pm tomorrow would work better.

Dawn Taylor | Director of Child Care
EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION
OFFICE [503.947.1418](tel:503.947.1418) | MOBILE [503.779.3645](tel:503.779.3645)

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Sent: Monday, August 27, 2018 4:45 PM
To: ARROYO Sheril * GOV <Sheril.ARROYO@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; FERDER Cassandra L - ELD <cassandra.l.ferder@state.or.us>; SHAW Jarrod * GOV <Jarrod.SHAW@oregon.gov>
Cc: CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: RE: call re: YMCA Moda Tower Child Development Center

I can do either but 5pm tomorrow would work better.

Pooja Bhatt
Education Policy Advisor | Office of Governor Kate Brown
(503) 378-5540

For scheduling, please contact my assistant:
Jarrod Shaw at 503-378-5884 or jarrod.shaw@oregon.gov

From: ARROYO Sheril * GOV
Sent: Monday, August 27, 2018 4:01 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; FERDER Cassandra L - ELD <cassandra.l.ferder@state.or.us>; SHAW Jarrod * GOV <Jarrod.SHAW@oregon.gov>
Cc: CALDERON Miriam - ELD <miriam.calderon@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: call re: YMCA Moda Tower Child Development Center

Everyone,

Berri would like a 30-minute phone call this week with Pooja, Kate, Miriam and Dawn. Berri is available to talk tomorrow, Aug. 28th at 5:00 pm or Wed, Aug. 29th at 9:00 am. Please let me know if you can rearrange calendars to accommodate the proposed times.

Thank you,

Sheril Arroyo
Executive Assistant
Berri Leslie, Deputy Chief of Staff
Shelby Campos, Director of Operations
Office of Governor Kate Brown
Sheril.Arroyo@oregon.gov
(503) 373-1686

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Junction City
Date: Monday, August 27, 2018 5:50:15 PM

Hey Kate,

Thanks for the invite. Colt can attend the 10:30 a.m. event next Tuesday at Junction City High School.

Please send me the key details including what room the event is held in and what time Colt should be there.



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[Marc Siegel](#)

Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: FW: Teacher Recognition Series
Date: Monday, August 27, 2018 6:13:33 PM



OREGON
DEPARTMENT OF
EDUCATION

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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: Angelica Thornton <AThornton@katu.com>
Sent: Monday, August 27, 2018 10:13 AM
To: Marc.Siegel@state.or.us
Subject: Teacher Recognition Series

Hi Marcus,

My name is Angelica Thornton. I'm the morning anchor at KATU-TV. I'm writing because I'm launching a special series called "Leaders in Learning," where we recognize teachers, administrators and staff who are going above and beyond to improve our communities. I thought I'd drop you an email to let you know, in case you know of anyone or come across anyone who deserves recognition. I'm really excited to do some positive stories about Oregon educators, so spread the word if you can!

Best,

Angelica Thornton

KATU News

503-867-7936

athornton@katu.com

From: [LESLIE Berri * GOV](#)
To: Rep.JohnLively@oregonlegislature.gov
Cc: [MANDELL David P - ELD](#); [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#); [MOLLER Mary * GOV](#); [CALDERON Miriam - ELD](#); [OGAN Sadie L * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: Testimony During Legislative Days
Date: Monday, August 27, 2018 6:54:54 PM

Hi Rep. Lively,

I suspect I will see you in person later this week but I wanted to officially ask your permission for the Governor to appear before your policy committee on Monday, September 24th during September Legislative Days. The Governor would like to appear in support of the Early Learning Division's plan to expend the child care development block grant dollars and also preview the efforts of the Children's cabinet and associated work groups for members. Of course you've been a critical part of this process so it won't be news to you but it would be great to share the vision and strategies with your entire committee.

Let me know if this works with your committee agenda.

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

From: [LESLIE Berri * GOV](#)
To: [HARDER Chris * BIZ](#); [PAIR Chris * GOV](#); [LEWIS-BERRY Jason * GOV](#)
Subject: RE: Debrief from Friday
Date: Monday, August 27, 2018 6:56:23 PM

Hi Chris,

We are eager to visit with you too. I believe Jason is going to meet with you ASAP Wed or Thur. He and I will have spoken so you will have the latest!

Berri

From: HARDER Chris * BIZ
Sent: Monday, August 27, 2018 10:31 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; LEWIS-BERRY Jason * GOV <Jason.LEWIS-BERRY@oregon.gov>
Subject: Debrief from Friday

I'd love to debrief with the three of you about next steps. Sooner than later. Any of the following dates/times fit your schedule?

- Tomorrow (8/28): anytime in the morning; or after 3:30pm.
- Thursday (8/30): afternoon is open.
- Friday (8/31): afternoon (but will be in PDX office)

Thanks,
Chris

From: [BLOSSER Nik * GOV](#)
To: [PIRTLE-GUINEY Elana * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: FW: PERS spreadsheet
Date: Monday, August 27, 2018 7:18:49 PM

Elana – I know we won't have updated individual employer data until next month. Do you know anything about transition liabilities for the entities he references below?

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Ted Sickinger <tsickinger@oregonian.com>
Date: Monday, August 27, 2018 at 6:35 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Re: PERS spreadsheet

Hey Nik,

A question comes up from readers persistently about which employers are in the worst shape with respect to PERS and I'm thinking we might recreate something resembling your PERS analysis to answer it. First off, I'm wondering where you got your data, and then, how much analysis was devoted to determining why some of these employers have such relatively large liabilities. I'm looking at Douglas and Curry counties, for example. They obviously rank on any list of financial issues in Oregon, and I know both have been aggressively shrinking payroll due to the cessation of timber payments, but did they also start off with a higher transition liability for some reason? The same for cities. Did you ever determine what distinguished places like Ontario, Huntington and Condon? I think you pointed to the relatively poor position of schools as a group, and I'm guessing its all the schools in the rate pool who have liabilities equal to 275 percent of payroll? I'll have to brush up again on how that allocation works, as its obviously proportional to payroll. But I'm wondering why it's so high relative to other employers. Schools have relatively high payroll costs, I guess, which probably led to the accumulation of these liabilities, but wondering if anything surprising came up as you were looking to explain these numbers.

Thanks

Ted

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Friday, June 15, 2018 at 11:06 AM

To: Ted Sickinger <tsickinger@oregonian.com>

Subject: PERS spreadsheet

Ted – Here's the data I've been playing with that is from the last full actuarial analysis (Dec 2015).

There are a bunch of tabs I've created to manipulate and play with the data. Let me know if you have any questions.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: FW: attendance and absenteeism data
Date: Monday, August 27, 2018 7:25:08 PM

From: Rachel Alexander <rachel@saalemreporter.com>
Sent: Monday, August 27, 2018 3:08 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Cc: RUDY Peter - ODE <peter.rudy@state.or.us>
Subject: RE: attendance and absenteeism data

Deadline is end of the day Thursday, and generally I'm wondering how data is reported/collected by ODE, whether the definition of absenteeism has changed in the time you've collected it, how long you've collected it and any major policy shifts that may have impacted absenteeism rates over the past decade.

Thanks!

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Sent: Monday, August 27, 2018 3:06 PM
To: Rachel Alexander <rachel@saalemreporter.com>
Cc: RUDY Peter - ODE <peter.rudy@state.or.us>
Subject: RE: attendance and absenteeism data

[Rachel](#),

Great meeting you and thanks for your message.

I'm cc'ing my communications colleague Peter Rudy since I'm in and out of the office this week.

Please let us know your deadline and your general list of questions.

From: Rachel Alexander <rachel@saalemreporter.com>
Sent: Monday, August 27, 2018 1:54 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: attendance and absenteeism data

Hi Marc,

Great to meet you last week! I'm wondering if ODE keeps data on chronic absenteeism and attendance going further back than 2014-15, which is the latest year on the site:
<https://www.oregon.gov/ode/reports-and-data/students/Pages/Attendance-and-Absenteeism.aspx>

Also, could you connect me with your data person or expert on absenteeism data? I have some questions about how you gather that data and what trends have looked like over the past five or ten years.

Thanks!

Rachel Alexander
Education/nonprofits reporter
Salem Reporter
Office: (503) 357-3207
Cell: (206) 407-5600
rachel@salemreporter.com

From: [BLOSSER Nik * GOV](#)
To: [ANDREW Jennifer J * GOV](#)
Cc: [KORESKEI Debbie * GOV](#); [PAIR Chris * GOV](#)
Subject: Presentation for policy team
Date: Monday, August 27, 2018 7:32:30 PM
Attachments: [Policy Agenda, GRB and 2019 Session - policy team 8.28.18.pptx](#)

Hi, Jen – Here's the presentation for policy team tomorrow. Can you please have it up on the mondopad? I'm wondering if we should use GoToMeeting again for the people on the phone...

Thanks – Nik

P.S. Debbie and Chris: we are now using the terminology of "Policy Agenda" instead of "Whitepaper"

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Governor's Policy Agenda and GRB Preparation

Policy Team Meeting

August 28, 2018

Policy agenda – 4 groupings

Kids

1. Children's Agenda
2. Education
3. Housing
4. Health
5. Addiction, Recovery & Behavioral Health
6. Child Welfare and Foster Care
7. Future Ready Oregon (part)

Jobs and Economy

7. Future Ready Oregon (part)
8. Agriculture
9. Innovation and Trade
10. Broadband
11. Water
12. Fire
13. Climate
14. Resilience
15. Transportation

Policy agendas, cont.

Good Government

16. Procurement

17. Information Technology

18. Public employee comp./ PERS

19. Cost management in state
government

20. Public records/ transparency

Other

21. Firearms

22. Air, Water and Land Conservation

23. Senior Care

24. Veterans

25. Diversity, Equity and Inclusion

Policy agendas – some details:

- Common template (same as education)
 - Strong Title
 - Vision
 - Executive Summary
 - Background
 - Best Practices
 - Recent Accomplishments
 - Strategies
- Good documentation in footnotes
- Action voice by the Governor
- Style guide: Good footnotes, no unnecessary capitalization, “percent” not “%”, “one” not “1” for numbers 1-10

Policy agendas – updated writing process

1. Debbie works with you on first complete draft – should be informed by stakeholder discussions
2. Reviewed by Nik and Debbie
3. Next version reviewed by Governor
4. Third draft circulated to key stakeholders
5. Fourth draft given to Chris to put into layout
6. Fifth and final draft given to Governor and broader team for final review.

NOTE: Add time stamp at top of page to control for versioning.

Policy agenda scheduled events

Event/Release Date	Agenda	Events
Mon., Aug 26; Tues., Sep 4	Education	First day of school at Madison HS, Portland; At Junction City
Wed., Aug 29	Housing	OPB
Tues., Sep 4	Children's Agenda	Children's Cabinet mtg.
Fri., Sep 7	Healthcare	OHSU event
Week of Sep 17	Future Ready Oregon + everything else that is ready	Future Ready Oregon Summits

We are actually on track...

PHASE ONE

Setting the Stage

NOW UNTIL 5/31/2018

2/1/2018 – PRIORITIES SUBMITTED FROM PAs

A. MID MARCH – IN PERSON PRIORITY MEETINGS WITH PAs, ADs, CFO

4/13/18 – LAST DAY TO SUBMIT CONCEPTS TO DAS

B. 5/1/2018 – UPDATE FOR BUDGET/POLICY PRIORITIES DUE

MAY 21-23 LEGISLATIVE DAYS

6/1/2018 – APPROVED CONCEPTS FROM DAS TO LC

PHASE TWO

Narrowing the Funnel

6/2/2018 – 9/30/2018

6/6/2018 – Last Day for Placeholder information to LC

C. 6/8/2018 – FIRST DRAFT WHITE PAPERS DUE FOR PRIORITIES

6/15/2018 – LAST DAY FOR PRIORITY IDENTIFICATION (SENIOR TEAM)

7/9/18 – Last Day for Approved Placeholder Language

D. 7/13/2018 – SECOND DRAFT WHITE PAPERS DUE FOR PRIORITIES

E. Early August – Budget Reduction Strategies PAs, ADs, CFO

F. 8/24/2018 – FINAL WHITE PAPERS DUE FOR PRIORITIES

8/1/2018 and 9/1/2018 – Agency Request Budgets Released

9/24-26 LEGISLATIVE DAYS

PHASE THREE

Making Decisions and Developing Communications

10/1/2018 - 11/19/2018

MID SEPT/OCT – NO VACATIONS FOR PAs, Agency Appeals Participation

11/12-16 GOVERNOR'S FINAL DECISIONS

11/17 & 18 – CFO REC. NARRATIVES

11/1/18 – LC STOPS DRAFTING

G. 11/9/18 – PRIORITY ONE PAGERS DUE FROM PAs

H. 11/9/18 - PRE/EARLY SESSION COMMS PLANS DUE FROM PAs

PHASE FOUR

Communicating The Governor's Priorities

11/19/2018 – 1/21/2019

12/1 – 1/21 – PRE SESSION PA's COMMS PLAN IN ACTION

11/26 - Exec Team Roll Out

11/27 – Policy Team Roll Out

11/29 – All Staff Roll Out

11/30 – GRB PUBLISHED

12/3 – BUSINESS SUMMIT

12/7 LAST DAY TO PRE SESSION FILE BILLS

12/12-14 DECEMBER LEGISLATIVE DAYS

12/22 – 1/1 – PAs Recommended Vacation Time

1/14 – STATE OF THE STATE

PHASE FIVE

EARLY SESSION COMMS/STRATEGIES IN EFFECT

1/22/19 – Spring Break (SB 1542)

(Have Early Priorities Lined Up and Ready to Go)

Preparing for the GRB and 2019 Session

- Shot glass (Debbie to fill in)
- LOC and POP cheat sheets (handout?)
- LC meetings (Mary)
- Agency Appeal Meetings (George)

Preparing for the GRB and 2019 Session: September and October

Main purpose is to communicate agenda and start putting together the technical puzzle pieces:

- 9/14 – All Agendas are ready to be public
- 9/21 – All Policy Advisors Have submitted to Sadie LCs and Pops Cheat Sheets associated with Agendas
- 9/28 – All Policy Advisors have communicated with CFO Analyst (share cheat sheets) about all costs associated with Agendas
- 10/12 – Meetings with Legislative Coordinators/Legislative Director/Budget Director complete (TARGET)
- 10/31 – Agency Appeal Meetings Complete (TARGET)

From: [BLOSSER Nik * GOV](#)
To: [BROWN Katherine * GOV](#)
Subject: Housing comments
Date: Monday, August 27, 2018 7:41:50 PM
Attachments: [RB Comments copy.pdf](#)

Governor – I am working on the housing paper. I thought you may want to see the comments at the very end (look at pages 16-18) from Bob Ball, which I think are insightful. Will try to get you an updated housing paper by tomorrow.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From Homelessness to Homeownership: Focusing on Housing Stability for Families, Chronically Homeless, and Rural Communities

Vision and goal

Vision

Every Oregonian, in communities large and small, has access to housing choices that will allow their family to thrive.

Goal

Accelerate state leadership in housing all Oregonians (children first), including state supports for significantly reducing unsheltered homelessness, increasing state investment in affordable housing by building 16,300 homes by 2021, maintaining a constant housing supply of all types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created a supply and demand imbalance that is reflected in home prices and rental rates. Oregon is not immune to this crisis and underbuilt 155,156 housing units during that fifteen year period.¹

Defining homelessness is important, because there are different types of homelessness that require different tools to address them. The major definitions of homelessness and the major tools for addressing them are below.² All of the different types of homelessness would benefit from an increased supply of safe and affordable housing.

¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² This table references U.S. Department of Housing and Urban Development definitions for homelessness.

Terms	Definition	Major tools
Homeless	An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of: <ul style="list-style-type: none"> • Publicly or privately operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • Permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP)
Unsheltered homeless	An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of: <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • Permanent, affordable housing, which might include accessing shelter housing • EHA/SHAP
Chronically homeless	A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)	<ul style="list-style-type: none"> • Permanent supportive housing • Mental Health Housing Program • EHA/SHAP

Oregon is in the top 5 nationally for the rates of unsheltered families with children, chronic homelessness, and unsheltered rural homelessness. The shortage has had negative impacts across the housing spectrum from increased homelessness to a decrease in homeownership. These impacts have been felt most acutely by: 1. Families experiencing homelessness; 2. Chronically homeless individuals; and 3. Rural communities throughout Oregon.³

The number of people experiencing homelessness across the state is increasing, and Oregon continues to have one of the highest rates of unsheltered homeless individuals in the country, with 57 percent of the state's homeless population living in places not meant for habitation such as on the street or in a car. According the 2017 Point-in-Time count, 13,953 people were experiencing homelessness on a single night in January, a 6 percent increase from 2015. The

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest income residents. As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI), with just 25 units for every 100 renter households at that income level.⁵ This shortage of affordable units has led to a high percentage of renters paying more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened." In 2015, 81 percent of extremely low income renters earning 30 percent of AMI were severely housing cost burdened, which means they are just one financial emergency away from potentially losing their homes.⁶

Homeownership rates across the country have steadily declined since the foreclosure crisis began and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth lowest homeownership rate in the U.S.⁷ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian Americans. Additionally, African Americans, Native Americans and Latinos are disproportionately bearing the brunt of the homelessness and housing affordability crisis.⁸

Families Experiencing Homelessness

According to the 2017 Point in Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those persons (52 percent), 1,826, are living without shelter at all, which is the second highest rate of unsheltered people in families in the country.⁹ In addition to the Point in Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-2017 school year.¹⁰ Approximately 17,000 of the total number of students

⁴ Ibid.

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

⁶ U.S. Census Bureau, *2011-2015 American Community Survey 5-year Public Use Microdata Samples*. (U.S. Census Bureau, 2016).

⁷ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁸ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁹ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

experiencing homelessness are living in doubled up situations. The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹¹

Thirty-one percent of all renter household families with children under five are severely housing cost burdened. For families earning less than 30 percent of AMI, 84 percent of households are severely cost-burdened. These numbers illustrate that families have little or no cushion for basic necessities.¹²

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹³

~~The National Center for Homeless Education has recognized best practices for helping families, which are based upon collaborative partnerships between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community. Engagement of state partners (Oregon Housing and Community Services [OHCS], Department of Education, Department of Human Services [DHS], Oregon Health Authority [OHA], and Employment Department) through the Governor's Children's Cabinet is underway and consultation with representatives from the homeless services community is planned as solutions further develop.~~

Chronically Homeless Individuals

¹⁰ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources.

¹¹ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹² U.S. Census Bureau, *2015 American Community Survey 1-year Public Use Microdata Samples*. (U.S. Census Bureau, 2016).

¹³ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27% could utilize payments.

One out of four people experiencing homelessness in Oregon is chronically homeless. Someone is considered chronically homeless if they have a disability and have been homeless continuously for at least 12 months or have been homeless on at least four separate occasions in the last three years where the combined occasions total at least 12 months.¹⁴ The Corporation for Supportive Housing estimates that Oregon is in need of 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance abuse disorders, and those with serious and persistent mental illness.¹⁵

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wraparound supportive services for people experiencing homelessness and with disabilities. As OHCS held listening sessions across the state in 2017/18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

Rural Communities in Oregon

Oregon's housing crisis doesn't just affect our large metropolitan areas. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. Oregonians in rural communities must commit a larger portion of their household income to housing costs each month, making them more likely than rural Americans to face housing cost burdens and instability. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁶

Another theme heard throughout OHCS's outreach efforts for the Statewide Housing Plan were the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure such as the ~~The lack of building in rural communities has many causes, including but not limited to:~~ lack of capacity of local governments to plan for and facilitate housing development and limited capacity or presence of local developers willing to work in rural communities . Many of the challenges were similar to our metropolitan areas such as; identifying buildable lands; local policies that de-incentivize

¹⁴ Oregon Housing and Community Services, *2017 Point-in-Time Estimates of Homelessness in Oregon*, (Oregon Housing and Community Services, 2017).

¹⁵ Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

¹⁶ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

residential development; ~~limited capacity or presence of local developers willing to work in rural communities~~; lack of construction labor/capacity to deliver the housing; and financial dynamics that all contribute to a lack of new supply. All of these factors make it difficult for rural housing developments in both the rural and metropolitan areas to “pencil out.”

Conclusion

~~The National Center for Homeless Education has recognized best practices for helping families, which are based upon collaborative partnerships between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community. Engagement of state partners (Oregon Housing and Community Services [OHCS], Department of Education, Department of Human Services [DHS], Oregon Health Authority [OHA], and Employment Department) through the Governor’s Children’s Cabinet is underway and consultation with representatives from the homeless services community is planned as solutions further develop.~~

~~Within Oregon’s housing crisis, there are several collaborative examples from across the state where efforts are making progress for those in immediate housing need while advancing successful programs and deploying new strategies that are proven for increasing the supply of affordable homes. In the Portland Metro region, the Joint Office on Homelessness (Joint Office) illustrates great alignment between Multnomah County and the City of Portland. It has brought alignment in planning, coordination, and resources with its strategy “A Home for Everyone.” Due to a large expansion of shelter beds, the number of people served in emergency shelter was 7 percent higher in the third quarter of fiscal year 2018 than the same time period last year. The Joint Office also reported that increased alignment enabled a new 75-bed shelter to be operational in one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.~~

~~In November 2018, the Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region. The measure would specifically help low-income families making 80 percent or less of AMI, which in 2018 for a family of four was \$65,120.~~

~~In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency and mental health resources, to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources towards the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services. Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene, to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for~~

people experiencing homelessness, while offering wraparound supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

Strategies that led to current Accomplishments

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Top Five Accomplishments to Date (Prioritized)

1. Record development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. To put the record number in perspective, Oregon funded 4,000 affordable homes last year, and the year before about 3,500.¹⁷ The doubling of affordable homes in development since Governor Brown has been in office is due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and Document Recording Fee/General Housing Account Program (GHAP). The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools by leveraging federal funding and private investment. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table - the 4% Low Income Housing Tax Credit which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

2015

- \$40 million of bonds for LIFT
 - LIFT leveraged additional federal (4% Low Income Housing Tax Credit) and state resources to support the record number of housing
- Mental Health Housing Program - \$20 million has led to the funding of 404 units with supportive services to seed OHCS's work on permanent supportive housing with OHA

2017

- \$80 million of bonds for LIFT
 - Expanded the LIFT program in statute to support the development of affordable homeownership
- \$25 million of lottery-backed bonds for preservation for affordable housing
- \$1.3 million for foreclosure avoidance
- Renewed the Oregon Affordable Housing Tax Credit (OAHTC) and expanded the credit's cap to \$25 million
- New Land Acquisition Program, seeded with \$2.5 million from OHCS, creates a revolving loan program to allow affordable housing developers to purchase and hold land for future development

2018

- The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium, which is approx. \$60 million more per biennium in resources. 76 percent of these resources (approx. \$68 million) will go towards the GHAP that funds both the development and preservation of safe, stable and affordable places to call home for Oregonians

¹⁷ Note: All three numbers include preservation as well as new homes.

- In 2018, OHCS will be making approximately \$17.1 million available in GHAP resources to fund the development and preservation of affordable housing, including manufactured housing. In addition, OHCS issues GHAP Veterans funding every other year to support developments serving low-income veterans.
2. Historic state investments in emergency housing and shelter to help the homeless: Oregon has made recent historic investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

2017

- \$40 million investment into the Emergency Housing Assistance (EHA) fund and State Homeless Assistance Program (SHAP), which was double the 2015-17 investment.
- \$1.5 million in Lottery Funds to OHCS in support of veterans' housing and homelessness prevention in alignment with Governor Brown's commitment to end veterans' homelessness.

2018

- The Governor's emergency shelter request for \$5.2 million has been dispersed throughout the state to best address unprecedented increases in need, both for shelter capacity and homeless prevention
 - The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium (an increase of \$60 million) in resources. 10 percent of these resources (approx. \$9million) will go towards EHA funds to assist low or very low-income Oregonians who are homeless, or at risk of becoming homeless, to acquire and sustain stable housing. This includes critical emergency rent assistance to keep Oregonians from slipping into homelessness
 - OHCS and Oregon Department of Veterans Affairs worked together to develop a collaborative plan in support of ending veterans' housing and homelessness that includes building lasting infrastructure and deploying resources into permanent housing and emergency housing assistance
3. Launched housing pilot projects supporting Oregon families, communities, and employers: In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, was designed to form partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. The five pilot projects and partners are:
- Donald
 - Pacific City

- Warm Springs
- Harney County
- Lincoln County

The lessons learned from this pilot project give us insight to both metropolitan and rural communities and the value of partnerships.

4. Record success for new homeowners in Oregon: In 2017, the State had a banner year of the Oregon Bond Residential Loan Program, which finances below market interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities – OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units – affordable to low income homebuyers.

In addition to this home finance activity, the state is working hard to expand its efforts to provide down payment assistance and housing counseling, which are critical tools in hot markets where prices are out of reach. Activities include:

- The Document Recording Fee increased in the 2018 session, which will provide OHCS approximately \$90 million per biennium and is approximately \$60 million more per biennium in resources. 14 percent of these resources (approximately \$13 million) will go towards the Home Ownership Assistance Program (HOAP) that provides down payment assistance, counseling and education for first-time homebuyers. HOAP funds may also be used for single family rehab and repair. OHCS recently made \$1.5 million in Veterans HOAP funds available statewide to be used for health, safety, adaptability, and habitability projects for veterans, including grab bars and wheelchair access ramps.
 - The increase in the Document Recording Fee led to the creation of a first-time home buyer savings account with a financial institution for the purpose of paying or reimbursing eligible costs to purchase a single family residence.
5. Oregon Statewide Housing Plan: In early 2019, OHCS will complete an ambitious 5-year Statewide Housing Plan, and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

Plan

There is no single solution, not one entity, or one person that can solve the crises throughout the housing spectrum from homelessness to homeownership or stable rental housing. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, get people quickly off the street, and help all Oregonians access stable homes.

Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has three strategies that will focus on where the impacts of the housing shortage have been the most acute. ~~The plan will~~ The plan will simultaneously work to increase affordable 'for sale' (increasing home ownership) and "rental" housing while providing relief to vulnerable families and renters. This will be done by continuing to increase the supply of both affordable and market rate housing, reducing barriers to new supply of all housing types, and implementing programs and strategies to provide relief to renters in times of high rent increases due to short supply. simultaneously expand homeownership opportunities while supporting those families whose housing stability is threatened by a tight rental market as well as protecting renters from no cause evictions and unreasonable rent increases.

The Governor's strategies include:

1. ~~End~~Prioritize Children's Homelessness: Targeting solutions first that E~~nsure~~ing no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes¹⁸
2. Invest in Permanent Supportive Housing: Moving people from street corners and doorways and into homes by investing in proven strategies like Permanent Supportive Housing
3. Accelerate Growth in Housing Supply: Dramatically increasing the number of affordable homes throughout Oregon by supporting affordable housing programs and ensuring we minimize barriers to market rate supply. the growth of housing supplies

The Governor's three strategies are the foundation for OHCS's Statewide Housing Plan (will be completed in early 2019), which will include a 5-year strategic plan laying out the vision and direction for Oregon.

1. ~~Prioritize~~End Children's Homelessness

Increase emergency rental assistance through the state emergency housing account, and the state homeless assistance program, provide relief from housing repositioning and rent increases during periods of inadequate supply, protect renters from no cause evictions and unreasonable rent increases, and to build and preserve more than 4,000 affordable homes for children and families

¹⁸ Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience."

<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200 - 2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.¹⁹
- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and DHS Family Self Sufficiency agency, is encouraging interagency partnerships and coordination to support a **\$20 million** dollar investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²⁰
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²¹

¹⁹ OHCS estimate based on current LIFT investment experience.

²⁰ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

²¹ OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

- F. Expand the Individual Development Account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.
- H. Bring together stakeholders to ensure rental assistance is immediately available in market cycles where rental pricing is likely to increase more and to ensure local government policies provide relief to renters while not hindering the creation of supply.

2. Invest in Permanent Supportive Housing

Increase funding to help the chronically homeless get off the streets and increase access to addictions and mental health treatment and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs, including persons with disabilities and persons coming out of chronic homelessness, achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent;
- Supportive: Tenants have access to the support services that they need and want to retain housing; and
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities.

While PSH is a nationally recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but on-going funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use **\$20 million** of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested

funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop “CCO 2.0” which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

3. Accelerate Growth of Housing Supply

Creating partnerships and policy to increase Oregon’s housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction (-with an emphasis in rural Oregon to catch up to metropolitan programs), funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor’s Workforce Housing pilot project launched in 2017.

Under the Governor’s Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor’s Regional Solutions Cabinet identified tools to support workforce housing public private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in General Fund resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to at least three dozen collaborative partnerships between employers and communities in in metropolitan and rural Oregon so they will accelerate the production of more housing and directly address the underproduction of homes; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Rural eCommunities that have an employer engaged and invested in housing solutions will be matched with these funds.²²

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including building tiny homes and modular housing as well as replacing manufactured homes. Oregon will also work with local jurisdictions to ensure a proper balance of relief to low income renters and to promote supply of all housing. Governor Brown will encourage providing viable options for homebuilders to satisfy homeowners' varied demands for safe, comfortable, and energy-efficient homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The State will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

In summary, Governor Brown's plan entails approximately \$370 million of investments focusing on housing stability for families with children, chronically homeless, and rural communities:

1. Strategy: End Children's Homelessness (\$315 Million)

Tactics and metrics:

- A. Build 2,200 - 2,600 units by 2024 by investing \$160 million in bond proceeds for LIFT with incentives for family sized units and tailored services for homeless families
- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for EHA/SHAP
- C. Address Oregon's high rate of children experiencing unsheltered homelessness through encouraging interagency partnerships and coordination to support a \$20 million dollar investment of flexible funding to achieve clear and measurable goals to provide homes for more families with children
- D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity
- E. Acquire at least 800 units in multifamily housing properties by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund
- F. Double the IDA tax credit cap to \$15 million to double program graduates to 2,280 allowing more families to save toward homeownership

²² Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

- G. Build on successful strategies to better support low-income renters and domestic violence survivors to access and retain private market housing by providing up to \$20 million in investments

2. Strategy: Invest in Permanent Supportive Housing (\$20 Million)

Tactics and metrics:

- Building at least 200 PSH units by 2024 through investment of \$20 million in bond proceeds
- OHCS re-tooling its core programs to incentivize development of additional PSH units with appropriate services
- OHCS working with OHA to develop "CCO 2.0" which will include links to housing
- OHCS, OHA and project sponsors to track the impacts of these PSH units on public systems

3. Strategy: Accelerate Growth of Housing Supply (\$35 Million)

Tactics and metrics:

- Provide incentives to at least three dozen collaborative, private-public partnerships by dedicating \$15 Million in General Fund resources to accelerate local housing efforts
- Make \$20 million available to developers to facilitate development throughout Greater Oregon by modifying the Housing Development Guarantee Account

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

NOTES:

First, this whole paper seemed to rural based and needs to be clear it includes metropolitan and rural areas.

Also, I did some arranging of some content that I thought seemed to fit better in other areas or a different order.

I think it's imperative to show strong leadership by promoting and ensuring the supply of ALL housing types. All the great work the Governor is doing to promote affordable housing will evaporate as the market's perverse actions (seen in the S.F. housing study) take hold by owners and housing developers as they react to "one-off" local rental ordinances like rent caps and relocation rules. Even worse would be rent control.

I tried to put in language that removes unfactual rhetoric (like "unreasonable rent increases" - which is really a market result) and, put in language that shows two things: 1.) the Governor is

going to provide protection and relief to vulnerable renters (the S.F. study ultimately concludes it's better to provide direct subsidies and build as much affordable housing as possible) while also putting in language that allows her the flexibility to show the developer and building community that she understands the supply issue and how local jurisdictions are well intentioned but can mess it up.

What I recommend gives her strong policy and talking points for how she will protect the vulnerable (real direct voucher or financial relief programs, direct subsidies, and increasing affordable housing stock) while also making sure governmental programs aren't hurting housing supply. On this point she can talk about not letting inclusionary zoning ordinances hurt supply. For example, by requiring those policies to give dollar for dollar benefits (FAR and tax subsidies), they wouldn't hurt supply or financing so hard. She can point out if we have these policies they have to be uniform across geography and construction types. For ideas such as rental rate caps, she can speak to the ideas of requiring more pass throughs of uncontrolled expenses if we cap rental increases. For required tenant relocation payments, the Governor can pair those discussions with ideas like limiting those payments to targeted situations like projects where mass termination of tenancies is occurring because landlords are evicting to rehab and increase rents.

As I told Nik, I have even been thinking about vigorously apposing the Metro Housing bond (and I know other more progressive housing people are thinking of the same thing) because while we are trying to increase affordable housing with the bond (a good, noble, and supportable part of increasing the supply of all housing), local jurisdictions are causing this bond money to be wasted because they are killing new market rate development. I personally believe there needs to be a grand bargain. We all support affordable housing funds if local jurisdiction aren't allowed to pass new laws that limit market supply or implement rent control. Examples are over burdensome permitting (time is money) processes, design review, inclusionary housing rules, inconsistent application of inclusionary offsets (you get property tax relief in downtown Portland but not in NW Nob Hill and other areas) and unilateral relocation assistance requirements.

My recommendation is for the Governor to be strong and make it clear to all sides that she is going to protect the vulnerable, minority populations, and most importantly children by providing direct relief assistance, support reasonable protections, and building more affordable housing. But, she also won't allow local jurisdictions to willy nilly hurt these efforts by impeding supply.

Read last week's Willamette Week article. It actually does a good job of showing how we have plenty of new supply in high end housing and that has taken a great deal of pressure off the overall market but, it also correctly highlights we still have issues of affordable supply. If we continue our good work on increasing affordable supply, we need to be very strong in making sure we don't neutralize these efforts by causing the pressure relief on the entire market to go away by stopping new market construction.

I can talk more about this and get in the weeds deeper and can help prep the Governor for questions if you want.

Lastly, I see that the Governor's competition is now an environmentalist, has come out with a solution to the housing crisis, etc... if you are to believe the ads. I'm concerned because my hunch is that Oregonians want strong leadership that can articulate both sides of any argument and provides balanced solutions. I think people aren't so dumb. They will know the Governor is going to protect them but will respect her telling the truth; which is we need protections and more affordable housing but we also need to protect the production of supply. That is a out of my pay grade and Looper, Angela, and the strategists hopefully know who is voting and in what blocks of demographics but I still wanted to at least voice my sense.

DRAFT

From: [LESLIE Berri * GOV](#)
To: [BLOSSER Nik * GOV](#); [LABAR James * GOV](#); [EDLUND Tina * GOV](#); [ROMAN Linda * GOV](#); [KORESKEI Debbie * GOV](#); [PAIR Chris * GOV](#); [KLEIN Rosa * GOV](#); [RHOADES Jeffrey * GOV](#); [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#); [PIRTLE-GUINEY Elana * GOV](#)
Cc: [ARROYO Sheril * GOV](#); [LESLIE Berri * GOV](#)
Subject: Stakeholder Feedback - kids and families white paper meeting
Date: Monday, August 27, 2018 8:26:51 PM
Attachments: [Kids and Families Feedback.docx](#)
[White Paper - 5 Year plan for Oregons Vulnerable Families.docx](#)

Greetings kids and families team,

Thanks to everyone for doing such a great job reaching out to stakeholders and gathering great feedback. I've compiled all of our contacts and feedbacks for review and discussion tomorrow—see attached.

I've also attached the latest version of the white paper.

I will bring hard copies of all of this for everyone tomorrow.

Berri

Kids and Families White Paper Feedback
Last Updated: August 27, 2018

Health Care Outreach:

- Three Coordinated Care Organizations – Allcare, Umpqua and Healthshare
- HISCO – human services coalition of Oregon. Leslie Sutton and Jeremiah Rigsby
- Medicaid Advisory Council
- Doug Riggs – Represents pediatric societies, school based health clinics
- AARP
- Senator Steiner Hayward
- Eames Consulting
- Hospital Association

Housing:

- Felisa Hagins
- Robert Ball
- Nick Fish
- Speaker's office
- Senator Johnson
- Rep. Keny-Guyer
- Community Action Network
- President Schill

Early Learning & Education:

- Children's Institute
- AFSCME
- SEIU Local 503
- Latino Network
- Children's First for Oregon/United for Kids
- Early Learning Council Chair, Sue Miller
- Early Learning Division leadership
- Early Learning hub leaders – Early Learning Multnomah and an Eastern Oregon hub
- Stand for Children
- Oregon Association of ESDs
- COSA
- Oregon Head Start Assn
- Family Forward
- Rep. Lively

Addiction:

- Oregon Recovers
- Oregon Pharmacists
- CODA

- OPERA (Jon Eames group)
- Opioid Epidemic Task Force (a lot of stakeholder groups included here, including legislators)
- Lines for Life
- HealthShare
- Alcohol and Drug Policy Commission

Substantive constructive comments (besides “we love it” which we heard a lot):

- Foster care is brought up in the background portion, but there could be a stronger connection in the plan section or a direct suggestion for improvement.
- Rural child care access is something that was missing in the paper and is an area of concern for providers and advocates in the state.
- Off hours access to child care is important and was missing in the plan when we are talking about vulnerable children. There are many families that work multiple jobs or service jobs that are not during the 9-5pm business hours.
- Child care providers’ jobs should be good jobs and they should be making a living wage, especially if part of the plan is to help providers move from AA to BA with financial support. It should be clear that if we want quality childcare, they have to be good jobs.
- Baby promise (infant/toddler care) is a good, but need to make sure that the program is flexible and accessible to families with varying work schedules and geographic location.
- Child welfare should be called out and the connection to the child welfare specific paper should be mentioned. It feels like it is missing from the report, so you want to be explicit that it is so important it has its own report.
- Providing Cultural competent parenting education is good, but providing an example of what that looks like would be beneficial to the paper
- It’s critical to talk about policies supporting mothers and families in order to support children. It should have a piece on paid family leave, supported and funded childcare, and programs that lift up mothers as a part of the agenda to lift up children, because we know they are linked.
- Not enough language about supporting kids with disabilities long term
- Make the link between root causes of poverty, best practices, and solutions clearer
- This is an early childhood paper and it should be included in title
- Language and frame should be more strengths-based instead of deficits based re: comm of color and low-income. Link between poverty and race – systemic failures and barriers that have led to disparate outcomes. Goal should be to create opps for every family to thrive by improving access to high quality ed, early childhood, and family support programs that meet the cultural and linguistic needs of every family
- Vision and/or best practices should talk about how investments made today are important for future benefits to individual and society (ed paper talks about this if you want to borrow language)\
- What’s missing is an overall message to ensure that we have a robust safety net for families, especially those with kids 0-5. How can we address that we want to make

sure that families with young kids have access to these safety nets through SNAP, WIC, nutrition programs, EITC, and all of what is proposed below?

- Add an accomplishments section

Addressing Root Causes: A 5-Year Plan for Oregon's Vulnerable Kids

Vision and goal

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

Breaking the cycle of poverty is our greatest hope to accomplishing that goal, and we will do it by focusing on the root causes of poverty. Education, affordable housing, quality child care and health supports like parenting education, home visiting and behavioral health treatment are the foundations for stable and attached families. By providing our young families with these building blocks, we can keep them from falling into the cycle of poverty or lend them a hand as they work hard to climb out.

This is Governor Brown's five-year plan for helping families reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

Background

In the United States today, poverty is inextricably linked with geography and race. Despite the hard work and best intentions of many people to help children and families and many costly interventions, those three factors are fortune tellers of a child's future. When we fail to change the trajectory of these children and families, we all pay. We pay in a failing foster care system, increased health care costs, higher crime, and homelessness.

For example, there is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 percent and 50 percent of the prison population grew up in families in the bottom quintile of income distribution.¹ And in 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households. (Looney, 2018). Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon's total population.²

¹ Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

² Oregon Youth Authority Quick Facts. January 2018

Despite an improving economy, more and more Oregon children are experiencing poverty and homelessness. In 2017, Oregon had the second-highest rate of unsheltered homelessness among people in households with children in the U.S.³ The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members, sometimes in dangerous and unhealthy conditions. In some counties, more than 10 percent of students are experiencing a form of homelessness.⁴ Families with children under five are twice as likely to experience poverty – families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.⁵

These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon's African American population lives in poverty, compared with 11 percent of non-Hispanic white Oregonians, according to the Oregon Business Council's Poverty Report. While 62 percent of all Oregonians are homeowners, just 30.5 percent of African-Americans and 42 percent of Hispanics and Native Americans own their homes.⁶

Across counties, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.⁷ Parts of rural Oregon also experience housing costs that can be 30 percent higher than other parts of Oregon. The high incidences of poverty, homelessness, and rising housing costs mean many of these families cannot access preschool or child care, in order to get their children off to a strong start, Oregon's state preschool programs (Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education) reach less than 30 percent of eligible children and families. And according to the 2017 Childcare Aware report, Oregon has the fourth least-affordable child care in the country. Consider these barriers to early care and education:

- Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.⁸

³ Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources

⁵ The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

⁶ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁷ The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

⁸ None provided

- Children from families with the lowest incomes have the most limited child care choices and are least likely to be able to access high-quality care.
- For a family making a median income and with just one infant in care, child care, housing and food costs are nearly 70 percent of the monthly household budget.
- Thirty-one percent of *all* renter household families with children under five are spending more than half of their incomes on rent – considered severely housing cost-burdened. For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that families have little or no cushion for basic necessities. As a result, families are just one minor financial emergency away from losing their homes.

Best practices

We already know that education, stable housing, access to health care and affordable and safe child care are the building blocks for families to thrive. Evidence and data show us that when families have better access to these supports they are more likely to build opportunities for themselves and their children.

Early care and education: Children who participate in high-quality child care programs during their early years demonstrate lasting effects on IQ, boosted academic and economic achievement, and lower incidences of childhood obesity and chronic illness. (Childwatch) For example:

- Children living in higher-quality housing have higher kindergarten readiness scores⁹.
- Young children who do not experience homelessness have a significantly lower risk of negative health outcomes and developmental delays.
- Research attributes up to 50 percent of the school readiness gap to differences in parenting¹⁰.
- Parenting style accounts for 19 percent of the gap in mathematics, 21 percent of the gap in literacy, and 33 percent of the gap in language.
- Investment in high-quality early childhood education from birth to age five is estimated to have a 13 percent return on investment with the greatest gains seen from programs that begin early at or before birth.

Access to health care: Medicaid is among the most effective antipoverty programs. Medicaid reduced the national poverty measure by 3.8 percentage points. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits. (Georgetown 2018). Medicaid is particularly important for people of color. It reduced the poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.

A multi-disciplinary approach

⁹ None provided

¹⁰ Finders, J. K., Díaz, G., Geldhof, G. J., Sektnan, M., & Rennekamp, D. (2016). The impact of parenting education on parent and child behaviors: Moderators by income and ethnicity. *Children and youth services review*, 71, 199-209

Rebuilding the middle class and providing hope to Oregon families is why Governor Brown convened her Children’s Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet has also worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

This coordinated and collaborative approach was one of the two consensus conclusions of the Poverty Workgroup convened by the Chief Education Office (CEdO) in 2015: “Cross-sector anti-poverty approaches that include different agencies like Department of Human Services (DHS), Oregon Housing and Community Services (OHCS), and Oregon Health Authority (OHA) and regional initiatives like Coordinated Care Organizations, Early Learning Hubs, and Regional Achievement Collaboratives will be most effective at raising educational attainment and eliminating barriers for students from families in poverty.” Furthermore, regional and local community leaders can engage in ongoing professional learning opportunities that help set the foundation for sharing, aligning, and improving the collective efficacy in serving children and families in poverty and helping them navigate the often overlapping health, social service, and education systems.¹¹

Further, Oregon’s experience with the development and implementation of Coordinated Care Organizations (CCOs) demonstrates that it is possible to provide adequate health care access, improve population health, while also slowing the growth of health care spending. This innovative approach of state and federal governments setting clear and measurable outcome metrics while also allowing greater flexibility in funding streams allowed local communities to better coordinate services and achieve the “triple aim” of Oregon’s nationally recognized health care model. In the future, the Children’s Cabinet will explore applying this approach to the social and educational services for children and their families.

Plan

We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to rebuild the middle class and instead create opportunities that build on themselves we need to make deeper investments in early care and education, health supports, and housing for families.

I. INVEST IN HEALTHY FAMILIES:

- Continue providing quality, affordable health care to all Oregon children under 300 percent of the poverty line through Medicaid and the Children’s Health Insurance Program (CHIP).
- Increase access to evidence-based addiction and recovery services for families with young children.
- Implement the Healthy Connects universal home visiting program over the next three biennia to provide support to new parents and put them on a path to success early.

¹¹ Oregon Chief Education Office (2017). Practices to Improve the Achievement of Students in Poverty. House Bill 4057 (2016) Legislative Report

- Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships.
- Increase access to behavioral health services for children and families, particularly in rural Oregon.
- Invest in addiction and recovery treatment that focuses on a two generation approach to treatment.

II. INCREASE QUALITY, AFFORDABLE CHILD CARE:

- Implement a “baby promise” program to create access to infant and toddler child care for parents who are working.
- Increase child care subsidies for low-income families so they can continue to work knowing their children are safe in care.
- Increase funding to support children with disabilities who need increased access to adequate treatment.
- Support business and education development among Oregon’s child care provider community to increase the stability and growth of child care access.

III. EXPAND QUALITY PRESCHOOL TO ALL VULNERABLE KIDS:

- Expand access to preschool programs across the state, especially to children living in low-income households, dual language learners, and children of color.
- Ensure that preschool programming is of sufficient quality to advance children’s learning and development.
- Support the existing preschool workforce, maintain and improve upon its cultural and linguistic diversity, and continue to improve compensation through the creation of degree pathways from the AA to BA level that include financial support, as well as supports needed to work full-time and complete a degree. In addition, we must ensure that instructional leaders within programs understand early childhood best practices and support teachers in implementation within the classroom.

IV. END CHILDREN’S HOMELESSNESS AND PREVENT HOMELESSNESS

- A. Invest in acquisition, preservation, and new construction of affordable homes for more than 4,000 Oregon families.
- B. Build an additional 200 permanent supportive housing units for chronically homeless individuals who are the hardest to house. This investment will leverage additional funds from the Oregon Health Authority to provide health care and other additional services
- C. Dedicated funds to address Oregon’s high rate of children and families who have survived domestic abuse who are experiencing high rates of unsheltered homelessness.
- D. Expand the Individual Development Account tax credit cap to double program graduates to 2,000 and expand access to legal services for low income families who face eviction.

V. HELP PARENTS GET A BETTER JOB TO SUPPORT THEIR FAMILIES

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

Implementation

On Sept. 4, the Governor's Children's Cabinet will be making their final recommendations about how to close the gaps in child care, housing, early learning and health care. These proposals will include evidence-based solutions, the cost to implement the solutions, metrics to evaluate effectiveness and an implementation timeline.

Author

Name: Berri Leslie

Title: Deputy Chief of Staff

Email: berri.leslie@oregon.gov

Phone: 503-881-2427

Other contributors: Kate Kondayen, Shalee Hodgson

From: [PAIR Chris * GOV](#)
To: [FISHER Nikki * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: FW: Beers with the Salem Reporter staff
Date: Monday, August 27, 2018 9:11:05 PM

FYI

From: Aubrey Wieber <aubrey@salemreporter.com>
Date: Monday, August 27, 2018 at 4:53 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Beers with the Salem Reporter staff

Hey Chris,

Our staff is inviting state comms folks to meet us for beers Sept. 5 at 5 p.m. at Archive. We'd love for you and the rest of the comms team to join. Everything will be off the record. Just a friendly, casual opportunity for us to get to know everyone. Hope you guys can make it!

Aubrey Wieber
Salem Reporter
Office: 503-357-3207
Cell: 503-720-9227

From: [LESLIE Berri * GOV](#)
To: [WESTIN Susan B](#); faye.chadwell@oregonstate.edu; pparise@emporia.edu; aelder@beavertonoregon.gov; ruthmetz@spiretech.com; valleyo@multco.us; cindy.aden@sos.wa.gov; [BOWIE Cathryn E](#); chief librarian@spl.org; lgrosenblum@kcls.org; alethaboneb@msn.com; [Ann Malkin](#); [Buzzy Nielsen](#); [AGATA Caren](#); [BRUTON Elke](#); [BHATT Pooja * GOV](#); Isaakd@reed.edu; [KNIELING Jessica * DAS](#); [LEE Christal * DAS](#)
Cc: [LESLIE Berri * GOV](#)
Subject: State Library Recruitment
Date: Monday, August 27, 2018 9:32:31 PM
Attachments: [State Librarian Vision Statement.docx](#)
[State Librarian Strategy and Timeframe.docx](#)

Greetings,

Thanks again for meeting with us a couple of weeks ago to talk about next steps with the state library recruitment. Your feedback was invaluable and helped us to put together the attached vision statement and recruitment plan.

We'll keep you posted as we move through the timeframe but wanted you to have these updates based on our discussions.

Let me know if you have questions or additional ideas and I'll continue to keep you updated about our progress.

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
503-881-2427

Oregon State Librarian Recruitment | Vision Statement

As the chief library official of the State of Oregon, the State Librarian plays a critical leadership role in developing and articulating Oregon's vision for vibrant, sustainable libraries of the 21st century. The State Librarian is a champion, communicating the value of libraries to all Oregonians and the specific role of the State Library in promoting library excellence; serving elected officials and state agencies; and providing essential services to Oregonians, including those with print disabilities. In a constantly changing landscape, the State Librarian strives to ensure that all Oregonians have the information they need to be engaged citizens and to build strong communities and a prosperous state.

As the successful candidate, you will be responsible for leading and inspiring a committed management team, promoting accountability and excellence in service delivery. You will demonstrate strong collaboration skills, working with librarians throughout the state to promote excellence in libraries and with state agencies and officials to ensure that their information needs are met. You will possess professional acumen, strong advocacy skills, the ability to think quickly and speak eloquently, and the ability to inspire and engage teams to accomplish goals.

Oregon State Librarian | Strategy and Timeline

Recruitment Strategy: Two-prong approach

1. Emergent Candidates: If a potential candidate surfaces outside of the second strategy, move them into vetting with key stakeholders ASAP to maintain interest and excitement.
2. Targeted sourcing and recruitment: Develop a list of potential candidates to contact, pitch and vet as part of a more structured process (outlined in the timeframe below).

Date	Key Activities	Responsible	Deliverable/Outcome
8/15 – 9/15	<ol style="list-style-type: none"> 1. Source and Research potential applicants: <ul style="list-style-type: none"> • Large library systems in the West • Deputies to highly regarded leaders in the library community • Stakeholder recommendations/suggestions 2. Consult with Recruiting Firm for potential candidates 	<ul style="list-style-type: none"> • Executive Recruiter 	<ul style="list-style-type: none"> • List of potential candidates to be vetted
9/15-10/15	<ol style="list-style-type: none"> 1. Vet potential candidate list 	<ul style="list-style-type: none"> • Governor's Office • Key Library stakeholders • Library Board Chair • Executive Recruiter 	<ul style="list-style-type: none"> • Refined list of potential candidates to be contacted
10/15-12/1	<ol style="list-style-type: none"> 1. Contact candidates and pitch opportunity 2. Interested candidates meet with and are vetted by key stakeholders 3. Choose Finalist(s) 4. Reference Checks 5. Finalist(s) meet with the Governor 6. Negotiate and make contingent offer 	<ul style="list-style-type: none"> • Governor's Office • Key Library stakeholders • Library Board Chair • Executive Recruiter 	<ul style="list-style-type: none"> • Incoming State Librarian accepts offer contingent upon Senate Confirmation
12/1-12/31	<ol style="list-style-type: none"> 1. Incoming State Librarian transitions from current employer 	<ul style="list-style-type: none"> • Incoming State Librarian 	<ul style="list-style-type: none"> • Incoming State Librarian prepared to start in 2019
1/1/19-2/1/19	<p>New Director On-Boarding</p> <ol style="list-style-type: none"> 1. Meet DAS Director and COO 2. Assign Agency Director Learning Partner 3. Attend New Director Forum (1/3-1/4) 	<ul style="list-style-type: none"> • DAS CHRO and COO • Incoming Oregon State Librarian 	<ul style="list-style-type: none"> • State Librarian oriented to state government with resources and support to navigate the environment.

From: [LESLIE Berri * GOV](#)
To: [CAMPOS Shelby * GOV](#); [MOLLER Mary * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: FW: State Library Recruitment
Date: Monday, August 27, 2018 9:33:31 PM
Attachments: [State Librarian Vision Statement.docx](#)
[State Librarian Strategy and Timeframe.docx](#)

FYI

-----Original Message-----

From: LESLIE Berri * GOV
Sent: Monday, August 27, 2018 9:33 PM
To: WESTIN Susan b <susan.b.westin@state.or.us>; 'Faye.Chadwell@oregonstate.edu' <Faye.Chadwell@oregonstate.edu>; 'pparise@emporia.edu' <pparise@emporia.edu>; 'aelder@beavertonoregon.gov' <aelder@beavertonoregon.gov>; 'ruthmetz@spiretech.com' <ruthmetz@spiretech.com>; 'vaileyo@multco.us' <vaileyo@multco.us>; 'cindy.aden@sos.wa.gov' <cindy.aden@sos.wa.gov>; BOWIE Cathryn E <Cathryn.E.BOWIE@state.or.us>; 'chief librarian@spl.org' <chief librarian@spl.org>; 'lgrosenblum@kcls.org' <lgrosenblum@kcls.org>; 'alethaboneb@msn.com' <alethaboneb@msn.com>; 'Ann Malkin' <ann.malkin@gmail.com>; 'Buzzy Nielsen' <Bnielsen@crooklib.org>; AGATA Caren <caren.agata@state.or.us>; BRUTON Elke <elke.bruton@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>; 'isaakd@reed.edu' <isaakd@reed.edu>; KNIELING Jessica * DAS <Jessica.KNIELING@oregon.gov>; LEE Christal * DAS <Christal.LEE@oregon.gov>
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: State Library Recruitment

Greetings,

Thanks again for meeting with us a couple of weeks ago to talk about next steps with the state library recruitment. Your feedback was invaluable and helped us to put together the attached vision statement and recruitment plan.

We'll keep you posted as we move through the timeframe but wanted you to have these updates based on our discussions.

Let me know if you have questions or additional ideas and I'll continue to keep you updated about our progress.

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
503-881-2427

Oregon State Librarian Recruitment | Vision Statement

As the chief library official of the State of Oregon, the State Librarian plays a critical leadership role in developing and articulating Oregon's vision for vibrant, sustainable libraries of the 21st century. The State Librarian is a champion, communicating the value of libraries to all Oregonians and the specific role of the State Library in promoting library excellence; serving elected officials and state agencies; and providing essential services to Oregonians, including those with print disabilities. In a constantly changing landscape, the State Librarian strives to ensure that all Oregonians have the information they need to be engaged citizens and to build strong communities and a prosperous state.

As the successful candidate, you will be responsible for leading and inspiring a committed management team, promoting accountability and excellence in service delivery. You will demonstrate strong collaboration skills, working with librarians throughout the state to promote excellence in libraries and with state agencies and officials to ensure that their information needs are met. You will possess professional acumen, strong advocacy skills, the ability to think quickly and speak eloquently, and the ability to inspire and engage teams to accomplish goals.

Oregon State Librarian | Strategy and Timeline

Recruitment Strategy: Two-prong approach

1. Emergent Candidates: If a potential candidate surfaces outside of the second strategy, move them into vetting with key stakeholders ASAP to maintain interest and excitement.
2. Targeted sourcing and recruitment: Develop a list of potential candidates to contact, pitch and vet as part of a more structured process (outlined in the timeframe below).

Date	Key Activities	Responsible	Deliverable/Outcome
8/15 – 9/15	<ol style="list-style-type: none"> 1. Source and Research potential applicants: <ul style="list-style-type: none"> • Large library systems in the West • Deputies to highly regarded leaders in the library community • Stakeholder recommendations/suggestions 2. Consult with Recruiting Firm for potential candidates 	<ul style="list-style-type: none"> • Executive Recruiter 	<ul style="list-style-type: none"> • List of potential candidates to be vetted
9/15-10/15	<ol style="list-style-type: none"> 1. Vet potential candidate list 	<ul style="list-style-type: none"> • Governor's Office • Key Library stakeholders • Library Board Chair • Executive Recruiter 	<ul style="list-style-type: none"> • Refined list of potential candidates to be contacted
10/15-12/1	<ol style="list-style-type: none"> 1. Contact candidates and pitch opportunity 2. Interested candidates meet with and are vetted by key stakeholders 3. Choose Finalist(s) 4. Reference Checks 5. Finalist(s) meet with the Governor 6. Negotiate and make contingent offer 	<ul style="list-style-type: none"> • Governor's Office • Key Library stakeholders • Library Board Chair • Executive Recruiter 	<ul style="list-style-type: none"> • Incoming State Librarian accepts offer contingent upon Senate Confirmation
12/1-12/31	<ol style="list-style-type: none"> 1. Incoming State Librarian transitions from current employer 	<ul style="list-style-type: none"> • Incoming State Librarian 	<ul style="list-style-type: none"> • Incoming State Librarian prepared to start in 2019
1/1/19-2/1/19	<p>New Director On-Boarding</p> <ol style="list-style-type: none"> 1. Meet DAS Director and COO 2. Assign Agency Director Learning Partner 3. Attend New Director Forum (1/3-1/4) 	<ul style="list-style-type: none"> • DAS CHRO and COO • Incoming Oregon State Librarian 	<ul style="list-style-type: none"> • State Librarian oriented to state government with resources and support to navigate the environment.

From: [PAIR Chris * GOV](#)
To: [KORESKEI Debbie * GOV](#); [EDLUND Tina * GOV](#)
Cc: [ROMAN Linda * GOV](#); [BLOSSER Nik * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: Health Care W.P. Layout
Date: Monday, August 27, 2018 10:37:21 PM
Attachments: [health care 1.pdf](#)

Hi all,

Attached is the health care white paper in lay out. Biggest question for now, is it ok to move strategies 9 and 10 to 2 and 3?

Kate and I will copy edit later this week, after we clear the housing white paper.

Thanks,
Chris

DRAFT
8/27/18
10:30PM

Healthy Oregonians:
Sustaining the Oregon Model of
Health Care Coverage, Quality, and
Cost Management

Kate Brown, Governor
Tina Edlund, Health Care Policy Advisor

September XX, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

All Oregonians deserve world-class health outcomes regardless of who they are or where they live.

Goal

Oregon is a national model for health care reform. For nearly a decade, Oregonians have been involved in intense efforts to create a person-centered, coordinated, community-based health care system that focuses on improving health, improving health care quality, reducing costs, and eliminating health disparities. We have seen remarkable gains, but there is still more work to do. Under Governor Brown's leadership, 94% of all Oregonians and 100% of children now have access to quality health care coverage, and we intend to build on and extend that success. But coverage alone does not create health. Governor Brown's vision means that we must also improve the



conditions in which Oregonians and their families are born, live, work, and grow older. A central goal is to ensure that as we work toward world-class outcomes we develop a shared vision of integrating health equity, tribal and racial justice in our charge to focus on social determinants of health. In so doing, we will continue to build thriving communities for all ages and abilities. The pathway to improved health includes increasing connections between health care and early learning, human services, social supports, as well as affordable housing and mobility options to address social factors that influence health. Our goal in Oregon is and always has been to create the conditions and incentives for Oregonians to be healthy and to live healthy lives.

A key strategy to achieving lower costs, better outcomes and better health is to reduce the siloes and fragmentation in health care. Physical health, mental health, substance treatment and recovery services and oral health services are too often delivered in separate, fragmented ways; by integrating these services, we can expand access to appropriate treatment at the right time and right place and maximize the opportunity to achieve better health outcomes.



The pathway to improved health includes having the same kind of access to mental health, substance treatment and recovery services as we have for physical health care. Every one of us has a friend, a loved one, or a neighbor who has experienced a mental health issue or substance use disorder. While we have made significant progress in Oregon in recent years and have led the nation in innovation in some important ways, we have much work to do to ensure timely access to evidence-based and tribal-based practices for mental health and substance use treatment and recovery systems.

The same is true for oral health services. Tooth decay is the leading chronic disease for children and teenagers, and tooth decay and other oral diseases have been associated with bad pregnancy outcomes, diabetes and other conditions.¹ Dental problems are also a leading cause of avoidable emergency department use. Oregon data show dental problems were the 2nd most common emergency department diagnosis for adults aged 20 to 39 in 2010.² By creating strategies to coordinate and connect oral health services with physical health services, we

1.) Institute of Medicine, *Advancing Oral Health in America* (Washington, D.C.: National Academies Press, April 2011); and Institute of Medicine, *Improving Access to Oral Health Care for Vulnerable and Underserved Populations* (Washington, D.C.: National Academies Press, July 2011).

2.) Sun BC, et al. "Emergency department visits for non-traumatic dental problems: a mixed-methods study." *Am J Public Health* 2015; 105:947-955..



in the right setting, saving costs and improving outcomes. Finally, a healthy population requires a 21st century public health system with the capacity and resiliency to provide foundational public health services across the state, such as communicable disease control and chronic disease prevention. Our public health system is essential to supporting healthy lives and should be focused on upstream prevention and protections of Oregon's population.

This is the important and natural next stage of health reform in Oregon



STATE OF OREGON
Office of the Governor
KATE BROWN

#

Background

When people have access to health care, communities are healthier. More people can work, go to school, and contribute in other ways to their local economy. Employers benefit from a healthier workforce, lower insurance costs, and less absenteeism. Fewer people turn to social services. In 2010, nearly 1 in 5 Oregonians lacked health insurance coverage. Oregon's lawmakers, stakeholders and advocates have worked for a decade to ensure that there are comprehensive health insurance options available for Oregonians and because of that work, today, 94 percent of all Oregonians have health coverage. In addition, between Medicaid, the Public Employees' Benefit Board (PEBB) and the Oregon Educators' Benefit Board (OEBB), the state purchases health care coverage for approximately 1.2 million Oregonians. There are over 115,000 Oregonians who also purchase federally subsidized coverage through the state's Health Insurance Marketplace, which allows individuals to obtain affordable quality health insurance coverage. Each of these sources of coverage have been key to bringing Oregon's uninsured rate down from 17% in 2010 to 6% in 2017.

In 2017, Governor Brown further broadened coverage by signing into law "Cover All Kids", which extended eligibility for medical assistance to all Oregon children residing in families with incomes up to 300% of the federal poverty level. The legislature also provided funding in the individual private health insurance market for assistance with premiums and out-of-pocket expenses for qualified citizens of the Compact of Free Association (COFA) Pacific Island nations who are residing in Oregon.

Although there is more work to do to improve affordability and



“Governor Brown is prioritizing the need to improve the social conditions of communities across Oregon”

sustainability, this expanded coverage has brought important benefits by dramatically improving access to care, improving the quality of care, and creating thousands of new jobs across Oregon. Medicaid coverage is an effective antipoverty program as well; in a 2017 study of various social programs’ impact on poverty, Medicaid accounted for a 3.8 percentage point reduction in the poverty rate, and it is particularly important for people of color. The study showed that Medicaid coverage reduced poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.³

In the next chapter of health care transformation and innovation, Governor Brown is prioritizing the need to improve the social conditions of communities across Oregon.

Medicaid and Coordinated Care Organizations (CCOs)

Oregon has a long history of bipartisan support to provide effective health insurance coverage for as many Oregonians as possible, improve quality, measure outcomes, and involve the community.

In 2012, as part of a Medicaid 1115 waiver, Oregon received \$1.9 billion in additional federal funding over 5 years in exchange for a commitment to improve health care access and quality – as well as

3. 10.1377/hlthaff.2017.0331 *Health Affairs*, 36, No. 10 (2017): 1828–1837 ©2017 Project HOPE— The People-to-People Health Foundation, Inc. (Accessed 8/17/18).



reduce increases in per capita health care spending – by focusing on population health, prevention, care coordination, and primary care.

Oregon has successfully met those commitments by creating Coordinated Care Organizations (CCOs), which were a new form of managed care organization defined by a new governance structure, global budgets, accountability, transparency, and flexible spending. They are based in the community and charged with coordinating the physical, mental, addiction and oral health services of low-income Oregonians served through the Oregon Health Plan. In 2012, contracts were awarded to 16 regional CCOs with the expectation that they would make improvements in care while also living within a fixed global budget that could grow by no more than 3.4 percent per capita per year.

If CCOs stay within their budget target, meet their quality goals, and provide the required Medicaid services, they have the flexibility to implement innovative quality improvement programs and invest in health-related services that align with their Community Health Improvement Plan (e.g., housing supports, food security and community activities that support a healthy population). With flexible spending investments in community-based social services, CCOs have effectively redefined “physical health” to focus on a much broader definition of “community health”.

The state also set up an incentive pool to reward CCOs for meeting or exceeding targets on 17 quality measures, including:

- Cigarette smoking prevalence
- Colorectal cancer screening
- Childhood immunization status



- Controlling blood sugar in people with diabetes
- Application of dental sealants for children
- Depression screening and follow-up
- Prenatal and Postpartum care visits
- Developmental screening for children

Oregon's health system transformation efforts were based on best practices nationally—focusing on patient-centered primary care and bringing together behavioral health, primary health care, and oral health care—and they have worked. Oregon's Medicaid reforms and the CCO model have saved taxpayers an estimated \$2.2 billion between 2012 and 2017⁴, and CCOs are continuing to make progress on quality. The latest metrics report shows improvements in several areas including, but not limited to: dental sealants for children, adolescent well-care visits, effective contraceptive use, developmental screenings in the first three years of life, and in health assessments for children in foster care.⁵

4. <https://www.oregon.gov/oha/OHPB/MtgDocs/January%2016,%202018%20OHPB%20Retreat%20Board%20Packet.pdf>. See page 57. Accessed on 8-10-18.

5. <https://www.oregon.gov/oha/HPA/ANALYTICS-MTX/Documents/2017-CCO-Metrics-Report.pdf>. Accessed on 8-10-18.

6. Kushner, J., et al. "Evaluation of Oregon's 2012-2017 Medicaid Waiver." OHSU Center for Health System Effectiveness, 2017. www.oregon.gov/oha/HPA/ANALYTICS/Evaluation%20docs/Summative%20Medicaid%20Waiver%20Evaluation%20-%20Final%20Report.pdf.

An independent analysis of Oregon's 2012-2017 Medicaid waiver supports these findings, showing that Oregon has spent less per Medicaid member than neighboring Washington, and that it has reduced emergency room visits and "low value" care.⁶

Today, almost 1 in 4 low-income Oregonians receive their health care through the Oregon Health Plan.



Medicaid & The Oregon Health Plan

In September 2017, Governor Brown asked the Oregon Health Policy Board (OHPB) to provide recommendations to the Oregon Health Authority (OHA) for how the state and CCOs can further transform health care to continue improving health outcomes, increase value, and hold down costs.

Specifically, the Governor asked for recommendations in the following areas:

- Focus on social determinants of health and equity
- Increase value and pay for performance
- Improve the behavioral health system
- Maintain a sustainable cost growth

OHPB established work groups to address each of the Governor's outlined priority areas, held 10 community meetings around the state with more than 500 attendees, established an online survey for broader public input and obtained input from more than 25 Medicaid and/or health-related committees over the course of the year. OHA has received input from an estimated 2,500 Oregonians. OHPB's recommendations are expected to be delivered to OHA in October 2018, in time to be included as appropriate in the CCO request for applications, expected to be issued in January 2019 for new five-year contracts effective January 1, 2020.

The next phase of Medicaid transformation in Oregon (CCO 2.0) will be in large part defined by the new CCO contracts.



“Federal actions designed to dismantle the Affordable Care Act continue to impose uncertainty and risk on Oregon’s insurance markets”

Oregon Health Insurance Marketplace

In 2018, more than 156,000 Oregonians signed up for private health insurance through the Oregon Health Insurance Marketplace. More than 115,000 Oregonians have qualified for federal tax credits that make health premiums more affordable for moderate-income individuals and families. On average, Oregonians who bought health coverage through the Marketplace and received subsidies for 2018 plans had their premiums reduced by \$410 per month.⁷

The Oregon Reinsurance Program, created during the 2017 legislative session, protects and stabilizes all insurance companies within the individual market, which insures around 200,000 Oregonians in every corner of the state. The positive effect of the Oregon Reinsurance Program provides relief for Oregonians and helps reverse some of the health insurance rate increases related to uncertainty caused by actions at the federal level. For 2018 and 2019 plan years, the program helped reduce individual market rates by approximately 6 percent thereby strengthening our health insurance markets and assuring access to affordable health coverage.⁸

7. https://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/Marketplace-Products/2018_Open_Enrollment.html.

8. <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2832> and <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2170>.



Stable and strong insurance markets contribute significantly to Governor Brown's priorities of supporting Oregon's families and children's access to quality health care. Lower rates also have a positive economic impact for small businesses and a thriving statewide economy.

Since 2017, federal actions designed to dismantle the Affordable Care Act continue to impose uncertainty and risk on Oregon's insurance markets. The repeal of the individual mandate coupled with new federal regulations designed to expand association health plans and short term, limited duration health insurance policies, fragment a healthy and robust ACA risk pool and indirectly raise health insurance premiums. In the absence of state action, these federal policy changes could lead to large premium increases and market destabilization. Oregon must continue to find solutions to stabilize our health insurance markets and ensure affordable access to health insurance coverage for all Oregonians.

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Recent Accomplishments

Expanded access to health care coverage and access to care to 94% of adults and 100% of children in Oregon

- By directing agencies to maintain coverage for children on the Children's Health Insurance Program (CHIP) in the face of Congressional inaction, the Governor provided stability to 80,000 Oregon children whose access to health care was threatened.
- Passed "Cover All Kids" in 2017, ensuring that every child in Oregon has access to the health care they need to stay healthy, learn, and play.
- Secured a Medicaid funding package to preserve coverage for a million Oregonians on the Oregon Health Plan. The package was later affirmed with strong support by the voters in a special election in January 2018.
- Guaranteed access to reproductive health care by passing the Reproductive Health Equity Act (RHEA), which extends access to the full range of reproductive health services and post-partum care to people who can become pregnant, protects care for the people with private and employee sponsored health care through no cost sharing or copays and prohibits discrimination in the provision of reproductive health services.

Addressing addiction prevention, treatment and recovery

- Created the Opioid Epidemic Task Force in 2017 as part of a statewide effort to combat opioid abuse and dependency. The Task Force consists of medical experts, drug treatment specialists, and government officials. Their mission is to identify and implement efforts to address the growing opioid misuse and abuse across the state. Among other things, the Task Force has prioritized reducing



the number of narcotic pills in circulation, improving access to high quality treatment, facilitating data sharing and the promotion of cutting edge education efforts.

- Executive Order 18-01 declares substance abuse and addiction to be a public health crisis in Oregon and calls for the Alcohol and Drug Policy Commission (ADPC) to create a state plan around addiction, prevention, treatment, and recovery. Signed into law a related bill (HB 4137), requiring that the ADPC provide the legislature with recommendations for a strategic plan for addiction prevention and recovery.

Reducing health care disparities and expand focus on social determinants of health

- Signed into law HB 4018, which requires that CCOs spend a portion of their annual net income or reserves on services designed to address health disparities and the social determinants of health.

Protecting Oregonians from unreasonable health insurance rate increases

- Signed into law the Oregon Reinsurance Program in 2017 to stabilize the individual health insurance market.

Supporting Tribal health

- Governor Brown directed the Oregon Health Authority to work closely with Oregon's nine tribes to maximize a federal opportunity to claim 100% federal funding for health care services provided outside of tribal health facilities under specific care coordination agreements.
- Supported tribal-directed care coordination to ensure sustainability, better care networks and culturally appropriate care for Oregon tribes.



Reducing health care costs

- Signed into law cost containment measures directly affecting the Public Employees' Benefit Board (PEBB) and Oregon Educators' Benefit Board (OEBB) including limiting annual premium increases and per member per month costs to no more than 3.4%.
- Signed into law a prescription drug price transparency act (HB 4005) that creates transparency and accountability for rising drug costs. HB 4005 also created the Task Force on the Fair Pricing of Prescription Drugs.
- Eliminated "double-coverage" for PEBB and OEBB-covered employees who enroll as a member on an OEBB or PEBB plan when they are already enrolled as a dependent on another OEBB or PEBB plan.

Protecting people with Pre-Existing Conditions.

- Governor Brown has continued to work with Governors of other Medicaid expansion states to lobby the federal government to maintain coverage for Oregonians with pre-existing conditions.



The Governor's Strategies Include:

- ONE:** *Ensure Oregonians' access to health insurance coverage*
- TWO:** *CCO 2.0 – The Future of Coordinated Care*
- THREE:** *Reduce long-term health care spending overall*
- FOUR:** *Increase access to affordable health insurance for all Oregonians*
- FIVE:** *Reduce risk factors for suicide for Oregon youth and adults*
- SIX:** *Increase access to evidence-based mental health and addiction prevention, treatment and recovery services in OHP*
- SEVEN:** *Modernize public health*
- EIGHT:** *Increase capacity, retention, and diversity in Oregon's health care workforce; emphasize cultural responsiveness and language accessibility*
- NINE:** *Provide good job opportunities to Oregonians.*
- TEN:** *Support healthy & thriving families*



Strategy to Sustain Health Transformation in Oregon

ONE: Maintain access to health care and ensure coverage

- Work hand in hand with our health care partners to secure long-term, sustainable funding for the Oregon Health Plan (OHP), Oregon's Medicaid program, to provide health care coverage for 95% of adults and 100% of kids; optimize federal funds, ensure that program funding comes from a broad revenue base, and provide a longer and more stable funding timeline.
- Continue to invest primary care infrastructure to build on gains made in initial years of transformation, including Patient-Centered Primary Care Homes (PCPCH), support for robust care teams and data infrastructure. Continuing support for a primary care model that weaves together physical, behavioral and oral health ensures Oregon's providers can thrive as we move from paying for volume to paying for value in CCO 2.0.
- Ensure all Oregonians in all parts of the state have access to affordable, quality health care coverage by using the state's purchasing power and continue to protect against unreasonable insurance rate increases.
- Build upon our past success with the CCO model of care coordination, integration, and global budgets.
- Support the development of capacity and diversity of our medical, behavioral and oral health workforce across the state.
- Encourage providers to enter into care coordination agreements with tribes to increase access to care, increase CCO coordination with tribes, and support tribally driven programs.
- Continue the Compact of Free Association (COFA) Premium Assistance Program, which provides premium assistance for low-income citizens of the Republic of Marshall Islands, the Federated State of Micronesia, and the Republic of Palau who have relocated to Oregon and who purchase health insurance coverage through Oregon's Health Insurance Marketplace.⁹

9. *The Compact of Free Association is an international agreement establishing and governing the relationships of free association between the United States and the three Pacific Island nations of the Federated States of Micronesia, the Marshall Islands, and Palau.*



“We must continue Oregon’s leadership in providing widespread, quality health insurance coverage at a reasonable cost”

TWO: CCO 2.0 – The Future of Coordinated Care

Finalize the next round of coordinated care organization contracts to focus on strengthening connections to community-based services that address social determinants of health, reducing health disparities, and improving mental health and addictions services.

- Address social determinants of health by spurring sustainable community innovation and flexible investments in OHP to ensure that low-income Oregonians have access to the supports and services that allow them to live long, healthy lives—by strengthening connections to public health, early and life-long learning, human services, long-term supports, services, quality jobs and affordable housing, thereby improving overall community health.
- Physical, behavior, and oral health providers cannot coordinate effectively without fundamental system changes in the health care delivery system. Create a long-term plan that “weaves” physical, behavioral, and oral health in a way that addresses payment and billing issues, referrals and creates effective communication capabilities between systems.
- Identify, promote, and expand programs that integrate mental health, addiction health, and oral health into primary health care to further improve health outcomes and reduce long-term costs.
- Increase accountability for equity by increasing efforts to collect consistent, reliable race and ethnicity data to identify health disparities early on.
- Encourage CCOs to collaborate and consult with culturally specific communities and tribes to leverage community-driven solutions for better health outcomes and care coordination.



THREE: Reduce long-term health care spending overall

Without strong cost controls, health care will continue to outstrip the growth of the state revenue and personal income. We must deliver care differently in order to reduce cost growth below 3.4% in Medicaid, and by at least 2 percentage points below the market for PEBB and OEBC, to ensure that costs do not outpace economic growth.

- Build on Oregon's success of setting a cost growth target in public programs by creating an all-payer cost growth target based on the total cost of care to contain costs across the entire health system. Build on Oregon's data and transparency efforts to identify opportunities to contain costs that are growing faster than the budgets of families, businesses, and state government;
- Identify and curb cost drivers in the health care system that lead to unwarranted price variation or expenditure growth;
- Expand the use of value-based payment tools that reward providers for better care and decrease costs across all payers, including Medicaid, PEBB, and OEBC and commercial insurance by reducing the use of low-value care and volume-based reimbursement;
- Ensure responsible implementation of cost growth controls so that costs are reduced rather than merely shifted unnecessarily to other payers;
- Promote quality of life improvements, health behaviors, and healthy workforce among state employees;
- Through CCO contracts, ensure that CCOs invest savings in services that address social determinants of health, such as housing supports, transportation and food security;
- Contain prescription drug costs by paying for value, partnering with other states, and aligning how we pay across state health programs; further explore options to control prescription drug costs through collaboration with stakeholders including prescribers, CCOs and other payers, and technical experts; and,
- Strengthen CCO connections to public health, early learning, human services, long-term supports and services, and affordable housing.



FOUR: Increase access to evidence-based mental health and addiction prevention, treatment and recovery services in OHP

- As part of CCO 2.0, use OHA's contracting authority for CCOs, local mental health authorities (LMHAs)/community mental health programs (CMHPs) and local public health authorities (LPHAs) to establish baseline expectations for standards of care and access, accountability for outcomes and transparency while promoting and supporting local control and innovation;
- Reduce administrative burden and system complexity and move toward value-based payment with shared financial risk based on clear accountability and span of control.
- Continue investment in addiction and recovery treatment that focuses on a two-generation approach (parents and children);
- Complete the behavioral health workforce needs assessment called for in Oregon's Behavioral Health Collaborative by February 2019, including licensed, unlicensed, certified, uncertified, and registered workforce;
- Expand in-home intensive behavioral health services for children and youth with specialized needs;
- Assess barriers to effective use of peer-delivered services; establish clear standards for effective and appropriate use of peer delivered services as part of CCO 2.0; and,
- Provide increased access to non-opioid alternative pain treatments.

FIVE: Reduce risk factors for suicide for Oregon youth and adults

Implement an Oregon Youth Suicide and Prevention Plan and an Adult State Suicide Prevention and Post-Prevention Plan.



SIX: Increase access to affordable health insurance for all Oregonians

Maintain access to affordable health insurance coverage through the Oregon Reinsurance Program, which stabilizes rates and health insurance premiums for Oregonians. Preserve critical consumer protections for vulnerable Oregonians, including protections for people with pre-existing conditions. Take action as needed to protect access to affordable health insurance in Oregon's market and contain premium cost in the face of instability caused by federal policy changes and uncertainty.

SEVEN: Modernize public health

Ensure Oregon has a 21st Century public health system to handle 21st Century public health challenges.

- Advance public health modernization efforts by strengthening clean drinking water protections, reducing communicable disease risks, increasing immunization rates, increasing prevention and helping communities address environmental health threats, such as wildfire, across the state;
- Enhance state investment in public health community capabilities that includes prevention of communicable diseases, emergency preparedness and prevention services; and
- Create enduring partnerships with tribal, health equity and, culturally specific partners to inform and lead the development of Community Health Improvement plans (CHIPs) and Community Health Assessments (CHA).



EIGHT: Increase capacity, retention, and diversity in Oregon's health care workforce; emphasize cultural responsiveness and language accessibility.

- Require integration and utilization of Traditional Health Workers and health care interpreters within CCOs and primary care to ensure enhanced delivery of care and improve outcomes;
- Ensure that rural and frontier Oregonians have unique needs met by increasing accessibility through telehealth and supporting provider loan repayment and loan forgiveness programs; and,
- Address provider burnout by improving the work life of health care providers, clinicians and other health care workers.

NINE: Provide good job opportunities to Oregonians

Governor Brown launched Future Ready Oregon in 2018 to provide skill and job training to students and adults, helping to close the gap between the skills that Oregon's workers have and the skills that Oregon's growing businesses and rural communities need. Having a good, living-wage job influences health both directly and indirectly. There are myriad links between income and health: the ability to buy better houses in neighborhoods with places to walk and cycle; the ability to buy healthier food and to invest in educational opportunities—all improve health outcomes. Good jobs are formidable tools for narrowing health disparities and containing health care costs.¹⁰

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).

10. *The Urban Institute and the Virginia Commonwealth University's Center on Society and Health, Income and Health Initiative: Brief Two, "Can Income-Related Policies Improve Population Health?", April 2015, pp1-10.*



- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs.
- Develop the core competencies needed across the health care industry for non-licensed, non-certified health care occupations and connect this training pathway to the broader health care career pathway, ensuring workers have on and off ramps as they continue to develop their skills.
- Support the health workforce caring for our communities by increasing workforce development and licensing opportunities in rural and underserved areas.

TEN: Support healthy & thriving families

Parents have the greatest impact on the lives of their children and want the best for their children. The Governor's Children's Cabinet is addressing the needs of families in rural, urban, and frontier Oregon to support parenting regardless of socio-economic circumstances. With a focus on families with children ages 0-5, the goal is to address education, health, human services and housing disparities early on to strengthen families in their communities and ensure that children have the best start in life.

- Increase access to behavioral health services for children and families, particularly in rural Oregon.
- Implement a universal home visiting for new parents to increase school readiness, improve health outcomes for children and families, improve family support system and connect families to community services.
- Strengthen community partnerships for culturally and linguistically specific parenting supports and education.



Health Policy Agenda: STRATEGY

- Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships.
- Families can't make good health care decisions if they don't have the ability to obtain or understand basic health information. Increase health literacy by improving communication with plain language; partner with educators to develop language; provide accurate, appropriate health information.



From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: FW: Housing whitepaper final with two attachments
Date: Monday, August 27, 2018 10:37:52 PM
Attachments: [Attachment 1 Housing Spectrum Table FINAL 20180826.docx](#)
[Attachment 2 Milestones Table FINAL 20180826.docx](#)
[Policy Agenda Whitepaper Homelessness to Homeownership FINAL 20180826.docx](#)

Nothing came through tonight. Here's the latest version I have.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Monday, August 27, 2018 at 2:17 PM
To: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: Housing whitepaper final with two attachments

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Monday, August 27, 2018 at 11:58 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Housing whitepaper final with two attachments

Nik,

Good morning. Please see attached:

- Whitepaper final
 - There are two red paragraphs that address the one tension point between FH and RB. Please modify according to your conversations.
- Attachment 1: Housing Spectrum Table
- Attachment 2: Milestones Table

The only thing not really addressed in this revised draft is the more heart and brevity. I believe the web copy handles this.

Thanks,

James

James LaBar
Regional Solutions Coordinator: [Mid-Valley Region](#)
Housing Policy Advisor
Office of Governor Kate Brown
971.209.8371

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, <i>proposed</i>)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people’s chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30% Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	<p>Homeless</p>	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans’ Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	<p>Unsheltered homeless</p>	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children’s proposal</i>
	<p>Chronically homeless</p>	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-80% MFI, less than \$59,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Full-time, minimum wage worker, 32% MFI, \$23,000 ○ Customer service representative, 55% MFI, \$40,000 ○ Two full-time min. wage workers, 65% MFI, \$47,000 ○ Carpenter, 70% MFI, \$51,000 • Housing context: <ul style="list-style-type: none"> ○ 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. ○ 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> • More permanent, affordable housing • LIFT • Preservation of affordable housing • Individual Development Account (IDA) • <i>Acquisition of “Naturally Occurring Affordable Housing”</i> • <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 80-120% MFI, between \$59,000 - \$88,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Police Officer, 91% MFI, \$66,000 ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest marketrate housing options for this group, including a mix of rental and homeowner units. 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at whatever price the local market is at	<ul style="list-style-type: none"> • <i>Greater Oregon Housing Accelerator</i>

Attachment: Milestone Table				
Milestone	Detail			
	2015	2017	2018	2019
1. Record development of affordable homes	<ul style="list-style-type: none"> • \$40 million of bonds for LIFT <ul style="list-style-type: none"> ○ LIFT leveraged additional federal (4% Low Income Housing Tax Credit) and state resources to support the record number of housing ○ Mental Health Housing Program - \$20 million has led to the funding of 404 units with supportive services to seed OHCS's work on permanent supportive housing with OHA 	<ul style="list-style-type: none"> • \$80 million of bonds for LIFT <ul style="list-style-type: none"> ○ Expanded the LIFT program in statute to support the development of affordable homeownership • \$25 million of lottery-backed bonds for preservation for affordable housing • \$1.3 million for foreclosure avoidance • Renewed the Oregon Affordable Housing Tax Credit (OAHTC) and expanded the credit's cap to \$25 million • New Land Acquisition Program, seeded with \$2.5 million from OHCS, creates a revolving loan program to allow affordable housing developers to purchase and hold land for future development 	<ul style="list-style-type: none"> • The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium, which is approx. \$60 million more per biennium in resources. 76 percent of these resources (approx. \$68 million) will go towards the GHAP that funds both the development and preservation of safe, stable and affordable places to call home for Oregonians <ul style="list-style-type: none"> ○ In 2018, OHCS will be making approximately \$17.1 million available in GHAP resources to fund the development and preservation of affordable housing, including manufactured housing. In addition, OHCS issues GHAP Veterans funding every other year to support developments serving low-income veterans. 	

Milestone	Detail			
	2015	2017	2018	2019
2. Historic state investments in emergency housing and shelter to help the homeless		<ul style="list-style-type: none"> • \$40 million investment into the Emergency Housing Assistance (EHA) fund and State Homeless Assistance Program (SHAP), which was double the 2015-17 investment. • \$1.5 million in Lottery Funds to OHCS in support of veterans' housing and homelessness prevention in alignment with Governor Brown's commitment to end veterans' homelessness 	<ul style="list-style-type: none"> • The Governor's emergency shelter request for \$5.2 million has been dispersed throughout the state to best address unprecedented increases in need, both for shelter capacity and homeless prevention • The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium (an increase of \$60 million) in resources. 10 percent of these resources (approx. \$9million) will go towards EHA funds to assist low or very low-income Oregonians who are homeless, or at risk of becoming homeless, to acquire and sustain stable housing. This includes critical emergency rent assistance to keep Oregonians from slipping into homelessness • OHCS and ODVA worked together to develop a collaborative plan in support of ending veterans' housing and homelessness that includes building lasting infrastructure and deploying resources into permanent housing and emergency housing assistance 	

Milestone	Detail			
	2015	2017	2018	2019
3. Launched housing pilot projects supporting Oregon families, communities, and employers			<ul style="list-style-type: none"> • The five pilot projects and partners are: <ul style="list-style-type: none"> ○ Donald ○ Pacific City ○ Warm Springs ○ Harney County ○ Lincoln County 	
4. Record success for new homeowners in Oregon			<ul style="list-style-type: none"> • The Document Recording Fee increased in the 2018 session, which will provide OHCS approximately \$90 million per biennium and is approximately \$60 million more per biennium in resources. 14 percent of these resources (approximately \$13 million) will go towards the Home Ownership Assistance Program (HOAP) that provides down payment assistance, counseling and education for first-time homebuyers. HOAP funds may also be used for single family rehab and repair. OHCS recently made \$1.5 million in Veterans HOAP funds available statewide to be used for health, safety, adaptability, and habitability projects for veterans, including grab bars and wheelchair access ramps. (continued) 	

Milestone	Detail			
	2015	2017	2018	2019
4. Record success for new homeowners in Oregon (continued)			<ul style="list-style-type: none"> The increase in the Document Recording Fee led to the creation of a first-time home buyer savings account with a financial institution for the purpose of paying or reimbursing eligible costs to purchase a single family residence. 	
5. Oregon Statewide Housing Plan				<ul style="list-style-type: none"> The Statewide Housing Plan will set a data-driven, long term plan that clearly articulates the extent of Oregon's housing problem and what can be done to address it. OHCS conducted extensive outreach from communities across the state in the fall of 2017 and has collected data on housing need and existing resources. This qualitative and quantitative research is informing development of a draft Statewide Housing Plan planned for fall 2018, with a final plan to be published in early 2019.

From Homelessness to Homeownership: Focusing on Housing Stability for Families, Chronically Homeless, and Rural Communities

Vision and goal

Vision

Every Oregonian, in communities large and small, has access to housing choices that will allow their family to thrive.

Goal

Accelerate state leadership in housing all Oregonians with a focus on children, including state supports for significantly reducing unsheltered homelessness, increasing state investment in affordable housing by more than doubling the existing pipeline - up to 20,000 homes by 2021, maintaining a constant housing supply of all types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created a supply and demand imbalance that is reflected in home prices and rental rates. Oregon is not immune to this crisis and underbuilt 155,156 housing units during that fifteen year period.¹

The shortage has had negative impacts throughout Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important because tools are tailored for each. Major spectrum parts include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing tools, and new proposals are summarized in *Attachment 1, Housing Spectrum Table*.²

¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework" which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt throughout the spectrum with these groups being actutely affected: 1. Families experiencing homelessness; 2. Oregon's veterans; 3. Chronically homeless individuals; and 4. Rural communities throughout Oregon. Across all these groups, communities of color are bearing the brunt of the housing crisis. African Americans and Native Americans, in particular, are more likely to experience homelessness and pay more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts.³

Oregon communities have worked diligently to address homelessness and to boost the supply of housing in recent years. The most impactful efforts have been collaborative partnerships between housing and service providers, private industry, local leaders, non-profits, state agencies, and local government. A few of those efforts include making great strides with ending veterans' homelessness in Multnomah and Lane counties as well as aligning homeless services in the cities of Portland and Eugene. While progress is being made, much more work is needed.

Oregon continues to have one of the highest rates of unsheltered homeless individuals in the country, with 57 percent of the state's homeless population living in places not meant for habitation such as on the street or in a car. According the 2017 Point-in-Time count, 13,953 people were experiencing homelessness on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest income residents. As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI). This shortage of affordable units has led to a high percentage of renters paying more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian Americans.⁷

Families Experiencing Homelessness

According to the 2017 Point in Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those persons (52 percent), 1,826, are living without shelter at all, which is the second highest rate of unsheltered people in families in the country.⁸ In addition to the Point in Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-2017 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources. Note: Approximately 17,000 of the total number of students experiencing homelessness are living in doubled up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27% could utilize payments.

The National Center for Homeless Education has recognized best practices for helping families and are based upon collaborative partnerships like the Governor Brown's Children's Cabinet. A collaboration between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community.

Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. This made Oregon the fifth highest state in terms of number of veterans experiencing homelessness. As a result of that information, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to OHCS to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans Affairs (ODVA), collectively researched best practices; spoke with local, state, and federal leaders; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran By-name lists, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and identified additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The By-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon is in need of 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>

intellectual and developmental disabilities, transition-age youth, people with substance abuse disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wraparound supportive services for people experiencing homelessness and with disabilities. As OHCS held listening sessions across the state in 2017/18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

Rural Communities in Oregon

An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Another theme heard throughout OHCS's outreach efforts for the Statewide Housing Plan were the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to "pencil out."

Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and increasing the supply of affordable homes. In the Portland Metro region, the Joint Office on Homelessness (Joint Office), a joint project between Multnomah County and the City of Portland, launched a "A Home for Everyone." Because of the increased alignment a new 75-bed shelter was operational in one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

In November 2018, the Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency and mental health resources, to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources towards the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene, to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wraparound supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

Top Five Milestones Towards the Future¹⁷

1. **Record development of affordable homes:** Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. The doubling of affordable homes in development since Governor Brown has been in office is due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and Document Recording Fee/General Housing Account Program (GHAP). To put the record number in perspective, Oregon funded 4,000 affordable homes last year, and the year before about 3,500.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools by leveraging federal funding and private investment. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table - the 4% Low Income Housing Tax Credit which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.
2. **Historic investments in emergency housing and shelter to help the homeless:** Oregon has made recent historic investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

3. Launched housing pilot projects supporting Oregon families, communities, and employers: In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, was designed to form partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers.
4. Making homeownership possible in Oregon: In 2017, the State had a banner year of the Oregon Bond Residential Loan Program, which finances below market interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities – OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units – affordable to low income homebuyers.

In addition to this home finance activity, the state is working hard to expand its efforts to provide down payment assistance and housing counseling, which are critical tools in hot markets where prices are out of reach. Activities include:

- Oregon's Individual Development Account (IDA) Initiative helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered program "completers," and represent 79% of all account closures in 2016. Oregon's rate is among the highest completion rates reported by IDA programs across the country.
5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious 5-year Statewide Housing Plan, and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

Plan: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution, not one entity, or one person that can solve the crises throughout the housing spectrum from homelessness to homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, get people quickly off the street, and help all Oregonians access stable homes. Today the state is working more closely

than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has four strategies that will focus on where the impacts of the housing shortage have been the most acute. The four strategies will run through Oregon's entire housing spectrum including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply – both affordable and market-rate homes. The Governor's plan will balance between providing relief to renters in times of high rent increases due to short supply and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases. The Governor supports the affordable and market-rate development partners through meaningful incentives and reasonable regulations that helps to provide certainty to the home building and rental environments.

The Governor's strategies include:

1. End Children's Homelessness: Ensuring no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes¹⁹
2. House Oregon's Veterans: Ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs.
3. Invest in Permanent Supportive Housing: Moving people from street corners and doorways and into homes by investing in proven strategies like Permanent Supportive Housing
4. Accelerate Growth in Housing Supply: Dramatically increasing the number of affordable homes throughout Oregon by supporting the growth of housing supplies

1. End Children's Homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no cause evictions and by making resource investments to help address high rent increases, and to build and preserve more affordable homes for children and families

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads.

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience."

<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>

There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200 - 2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰
- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and DHS Family Self Sufficiency agency, is encouraging interagency partnerships and coordination to support a **\$20 million** dollar investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²

²⁰ OHCS estimate based on current LIFT investment experience.

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

- F. Expand the Individual Development Account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

2. House Oregon's Veterans

Finish the job of ending veteran homelessness in Oregon

On March 31, 2017, Governor Brown called for an end to veteran homelessness and this strategy continues efforts that will finish the job. OHCS and ODVA partnered to research best practices; spoke with local, state, and federal leaders; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the on-going needs of Oregon veterans started with providing pilot communities with the resources to establish a By-Name List of homeless veterans, allowing for real time data collection and detailed outcome tracking. The By-Name Lists will continue to help build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, best practice sharing, crosssector connections, and resource coordination and leveraging.

The deployment of immediate resources led to increased veterans services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently increased Document Recording Fee resources.

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.

3. Invest in Permanent Supportive Housing

Increase funding to help the chronically homeless get off the streets and increase access to addictions and mental health treatment and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs, including persons with disabilities and persons coming out of chronic homelessness, achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent;
- Supportive: Tenants have access to the support services that they need and want to retain housing; and
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities.

While PSH is a nationally recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but on-going funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop “CCO 2.0” which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate Growth of Housing Supply

Creating partnerships to increase Oregon’s housing supply and develop economic opportunities by promoting training and apprenticeship programs for construction in rural Oregon, funding for

more affordable housing, and working to recruit business to the most economically depressed parts of our state

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in General Fund resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to at least three dozen collaborative partnerships between employers and communities in rural Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Rural communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

State will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

Governor Brown's plan entails approximately \$370 million of investments focusing on housing stability for families with children, chronically homeless, and rural communities:

1. Strategy: End Children's Homelessness (\$315 Million)

Tactics and metrics:

- A. Build 2,200 - 2,600 units by 2024 by investing \$160 million in bond proceeds for LIFT with incentives for family sized units and tailored services for homeless families
- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for EHA/SHAP
- C. Address Oregon's high rate of children experiencing unsheltered homelessness through encouraging interagency partnerships and coordination to support a \$20 million dollar investment of flexible funding to achieve clear and measurable goals to provide homes for more families with children
- D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity
- E. Acquire at least 800 units in multifamily housing properties by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund
- F. Double the IDA tax credit cap to \$15 million to double program graduates to 2,280 allowing more families to save toward homeownership
- G. Build on successful strategies to better support low-income renters and domestic violence survivors to access and retain private market housing by providing up to \$20 million in investments

2. Strategy: House Oregon's Veterans

Tactics and metrics:

- House the estimated 1,300 veterans experiencing homelessness in Oregon
- Lasting infrastructure:
 - Build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring
 - Build upon successful veteran convenings held in December 2017 and June 2018, and provide technical assistance to local partners
- Resource deployment:
 - Continue increased veterans services

3. Strategy: Invest in Permanent Supportive Housing (\$20 Million)

Tactics and metrics:

- Building at least 200 PSH units by 2024 through investment of \$20 million in bond proceeds
- OHCS re-tooling its core programs to incentivize development of additional PSH units with appropriate services

- OHCS working with OHA to develop “CCO 2.0” which will include links to housing
- OHCS, OHA and project sponsors to track the impacts of these PSH units on public systems

4. Strategy: Accelerate Growth of Housing Supply (\$35 Million)

Tactics and metrics:

- Provide incentives to at least three dozen collaborative, private-public partnerships by dedicating \$15 Million in General Fund resources to accelerate local housing efforts
- Make \$20 million available to developers to facilitate development throughout Greater Oregon by modifying the Housing Development Guarantee Account

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

From: [CALDERON Miriam - ELD](#)
To: [FERDER Cassandra L - ELD](#); [TAYLOR Dawn - ELD](#); [SHAW Jarrod * GOV](#); [KONDAYEN Kate * GOV](#); [BHATT Pooja * GOV](#); [ARROYO Sheril * GOV](#)
Cc: [CALDERON Miriam - ELD](#)
Subject: Re: call re: YMCA Moda Tower Child Development Center
Date: Monday, August 27, 2018 11:29:10 PM

5 pm works best for me, too. Thanks, MC

From: TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>
Sent: Monday, August 27, 2018 5:00:52 PM
To: BHATT Pooja * GOV; ARROYO Sheril * GOV; KONDAYEN Kate * GOV; TAYLOR Dawn - ELD; FERDER Cassandra L - ELD; SHAW Jarrod * GOV
Cc: CALDERON Miriam - ELD
Subject: RE: call re: YMCA Moda Tower Child Development Center

I can do either as well, but 5pm tomorrow would work better.

Dawn Taylor | Director of Child Care
EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION
OFFICE [503.947.1418](tel:503.947.1418) | MOBILE [503.779.3645](tel:503.779.3645)

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Sent: Monday, August 27, 2018 4:45 PM
To: ARROYO Sheril * GOV <Sheril.ARROYO@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; FERDER Cassandra L - ELD <cassandra.l.ferder@state.or.us>; SHAW Jarrod * GOV <Jarrod.SHAW@oregon.gov>
Cc: CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: RE: call re: YMCA Moda Tower Child Development Center

I can do either but 5pm tomorrow would work better.

Pooja Bhatt
Education Policy Advisor | Office of Governor Kate Brown
(503) 378-5540

For scheduling, please contact my assistant:
Jarrod Shaw at 503-378-5884 or jarrod.shaw@oregon.gov

From: ARROYO Sheril * GOV
Sent: Monday, August 27, 2018 4:01 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; FERDER Cassandra L - ELD <cassandra.l.ferder@state.or.us>; SHAW Jarrod * GOV <Jarrod.SHAW@oregon.gov>
Cc: CALDERON Miriam - ELD <miriam.calderon@state.or.us>; BHATT Pooja * GOV

<Pooja.BHATT@oregon.gov>

Subject: call re: YMCA Moda Tower Child Development Center

Everyone,

Berri would like a 30-minute phone call this week with Pooja, Kate, Miriam and Dawn. Berri is available to talk tomorrow, Aug. 28th at 5:00 pm or Wed, Aug. 29th at 9:00 am. Please let me know if you can rearrange calendars to accommodate the proposed times.

Thank you,

Sheril Arroyo
Executive Assistant
Berri Leslie, Deputy Chief of Staff
Shelby Campos, Director of Operations
Office of Governor Kate Brown
Sheril.Arroyo@oregon.gov
(503) 373-1686

From: [CALDERON Miriam - ELD](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: Talking Points
Date: Tuesday, August 28, 2018 12:38:17 AM
Attachments: [TPs.NewCCDF.Funds.docx](#)

Hi, there - attached are some TPs related to e-board request. I'm not sure how helpful these are b/c they aren't much different than the e-board letter. But, best I could do at this hour.

Hope it helps.

MC

Child Care Development Block Grant New Federal Funds

Early Learning Division & Department of Human Services

Talking Points

Background:

- Earlier this year, Oregon received an additional \$25,600,808 in federal funds, as part of the Child Care Development Block Grant (CCDBG) federal appropriation. Congress approved these funds for FY18 and FY19.
- Federal rules are firm on when the funds must be obligated: 9/30/19. For this reason, ELD is requesting limitation of \$21,997,901 for anticipated spending within 17-19 biennium.
- There are also federal requirements on how to spend the funds within broad categories:
 - 70% of funds for child care assistance
 - 8% minimum set aside for quality improvement activities
 - 5% to administrative costs
 - 3% minimum set-aside for activities to address infant and toddler care
- Over the summer, the ELD and DHS also co-convened a workgroup with key stakeholders, advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee) to advise both agencies on the strategic use of these additional dollars for Oregon's child care system. Senator Steiner- Hayward served on the Governor's Children's Cabinet and was updated and provided feedback on the plans for funds, but was unable to attend the working group meetings in person. In addition, a subcommittee of the Governor's Children's Cabinet met this summer to focus on changes to the child care system that could improve access to services for families and providers with these additional resources. Feedback from stakeholders is summarized as follows:
 - address the shortage of infant and toddler care, including through use of contracted slots for child care providers to serve infants and toddlers in low-income families in targeted communities
 - ensure low-income families can access and afford high-quality child care that meets their needs, including through fixing parent co-pay structure in ERDC
 - expand access to care during non-traditional hours, and make full time students eligible for ERDC
 - address provider reimbursements so that they more closely align to the actual costs of providing high quality care
 - Strengthen licensing program to ensure safety of care
 - strengthen child care resource and referral system to expand access to training for child care providers, including through providing them more support to meet new licensing requirements.

Agency Requests:

- ELD requests \$2,944,341 in Federal Funds limitation to increase staffing by 6.21 FTE in the Office of Child Care (OCC) to address the regulation and safety of child care in Oregon. This will result in licensing caseloads that are closer to industry standards (decrease ratios from 1:138 to 1:108),

and builds greater capacity in the legal and compliance unit (LCU) to take action on the most serious violations of licensing regulations where there is suspected abuse or neglect in care.

- ELD will request \$3,497,434 in Federal Funds limitation and 0.99 FTE to begin a pilot of contracted slots for child care providers to serve infants and toddlers in low-income families. Provider reimbursements will more closely align to the actual costs of providing high quality care, and the ELD will target funds for contracted slots to communities where there is a dearth of infant or toddler care.
- ELD requests \$4,871,650 in Federal Funds limitation to make resources available to licensed providers to help subsidize their costs associated with meeting new licensing regulations (e.g., subsidize background checks, cover costs of required training), and increase investments in the professional learning system for the child care workforce (supports to help providers get licensed, implement best practice in early care and education).
- ELD will transfer \$10,684,476 to DHS to strengthen the ERDC program.
 - DHS has been working for the past several months with a subcommittee of the Governor's Children's Cabinet and a separate, but overlapping stakeholder group to collaboratively construct recommendations for the use of the additional funds. Recommendations are not yet available from these groups, but DHS anticipates being able to present the options in person during legislative hearings considering this request.
 - Based on the discussions with the stakeholder groups, DHS action will center the additional funding around DHS Child Care Program enhancements that improve access to child care for parents and providers that do not result in DHS system changes.

Commented [MC1]: This is DHS' language from e-board letter

From: [CAPPS Lindsey D * GOV](#)
To: [CALDERON Miriam - ELD](#); [BHATT Pooja * GOV](#)
Subject: RE: Talking Points
Date: Tuesday, August 28, 2018 5:24:24 AM

Thanks, Miriam

From: CALDERON Miriam - ELD [miriam.calderon@state.or.us]
Sent: Tuesday, August 28, 2018 12:38 AM
To: BHATT Pooja * GOV; CAPPS Lindsey D * GOV
Subject: Talking Points

Hi, there - attached are some TPs related to e-board request. I'm not sure how helpful these are b/c they aren't much different than the e-board letter. But, best I could do at this hour.

Hope it helps.

MC

From: [CAPPS Lindsey D * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: RE: Research Position
Date: Tuesday, August 28, 2018 5:31:17 AM

Hi Berri,

With our regular check-in with Nik getting moved yesterday afternoon, we did not get the chance to discuss. I will follow-up with you on this today.

Lindsey

From: LESLIE Berri * GOV
Sent: Thursday, August 16, 2018 8:25 AM
To: CAPPS Lindsey D * GOV
Cc: MORAWSKI Lisa - CEDO
Subject: Research Position

Lindsey – no need to respond to this while you are on vacation. I know you have an open spot for a research position and I want to talk to you about this candidate as a potential fit for that position. Can we talk about this when I get back on 8/27?

He is leaving his current post but that has not been officially announced.

Thanks!

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

From: [CAPPS Lindsey D * GOV](#)
To: [MORAWSKI Lisa - CEDO](#)
Subject: Budget Document
Date: Tuesday, August 28, 2018 7:16:57 AM
Attachments: [19-21 ARB CEEdO Agency Summary-DRAFT.doc](#)
[Governor-Brown-letter-on-Education.pdf](#)

Lisa,

See enclosed. We need to review the Governor's directive letter from March 2016 to ensure there is consistency between that and the agency deliverables for 2019-21 and to incorporate these where they are missing.

I'll connect with you later today to discuss.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

BUDGET NARRATIVE

Agency Summary

Education is critical to ensure every Oregonian is prepared for lifelong learning, a rewarding career, and community and social engagement. Education promotes shared values, enriches culture, prepares learners to better function in a global world, and expands the vitality of individuals and communities. When delivered equitably, education provides opportunity for every Oregonian, regardless of race, home language, disability, family income or ZIP code. Never before has a high-quality education been more important to the lives and well-being of Oregonians and our communities.

Governor Brown's vision for the state's education system is to support Oregonians from all walks of life and abilities to achieve the education they need in their individual journeys from cradle to career. As the only agency charged with planning, policy, and coordination across the entire spectrum of a student's journey through the education system and into the workforce, the Chief Education Office is key to ensuring all aspects of the education system are working together to support students.

Created in 2015 by SB 215, the Chief Education Office has sharpened its focus to not only foster stronger connections and alignment throughout the education system, but also to serve as a center for equity-focused data and research that informs education policy.

Major areas of focus include:

- **Policy Development and Strategic Coordination to Ensure Successful Student Transitions.** Working across agencies and sectors of education on cross-sector policies to develop and align strategies to ensure equitable opportunity and increase educational attainment for children, youth and adult learners. ~~that~~ Areas of focus include: developing a comprehensive early learning plan that supports children from birth to age 5; help students, including: ensuring equitable ensuring equitable student access to college courses in high school that transfer

and supports to successfully transition and complete a postsecondary education; and improving practices to support the diverse learning needs of students through statewide supports for educators prekindergarten through grade 12; achieving an educator workforce that mirrors Oregon's K-12 student population; and developing a comprehensive early learning plan that supports children from birth to age 5.

- ~~Statewide Longitudinal Data System (SLDS) and Cross-Agency Research.~~ Data and research identifying programs and policies that most effectively achieve positive student outcomes.
- **Equity-Focus.** Leading cooperative efforts to develop, evaluate and improve strategies, processes and practices across education sectors to close gaps in opportunity and outcomes consistent with the Oregon Equity Lens.
- **Student-centered Practices.** Coordinating interagency, cross-sector research, including innovative research pilots, to identify and disseminate best practices focused on student needs.
- **Educator Advancement Council.** Ensuring all Oregon students have access to effective, culturally responsive teachers, from prekindergarten through grade 12.
- ~~Student-centered Practices.~~ Working with the Quality Education Commission on identifying and disseminating best practices focused on student needs. **Statewide Longitudinal Data System (SLDS) and Cross-Agency Research.** Data and research identifying programs and policies that most effectively achieve positive student outcomes.
- ~~Educator Advancement Council.~~ Ensuring all Oregon students have access to effective, culturally responsive teachers.

The Chief Education Office, through the coordinating and planning authority of the Chief Education Officer, also provides guidance and

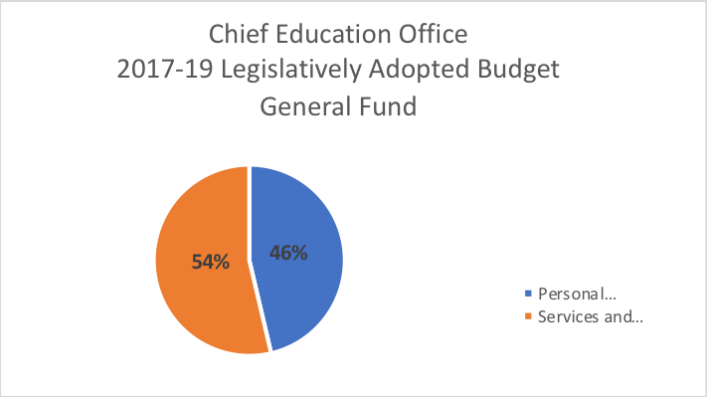
BUDGET NARRATIVE

recommendations to the Governor and Legislature on a unified education budget from early learning to higher education.

The Chief Education Office sunsets statutorily on June 30, 2019. This Agency Request Budget includes funding for the Chief Education Office to perform the activities and programs outlined above. ~~The CEEdO has proposed several legislative concepts to address the sunset and governance issues across the state education system.~~ Without the continuation of the Chief Education Office to coordinate across education sectors with a focus on removing barriers to student opportunity and attainment, there is significant risk to sustaining critical connections and successful transition points being forged across a traditionally “siloeed” education system. The greatest impact will be on, the state risks returning to a more students and families farthest from opportunity where challenges successfully navigating this system have been persistent in the absence of a strong, state coordinating role. “siloeed” system, which could lead to lost opportunities to support students, particularly in key transition areas. It ~~The sunset of the Chief Education Office~~ also risks losing -ground on ~~areas of legislation critical cross-sector initiatives prioritized by the~~ Governor and the Legislature to improve student learning outcomes, such as systemic approach to recruitment, preparation and support of high-quality educators through the Educator Advancement Council educator advancement and and longitudinal data and research to guide effective decision-making around practice and policy.-

BUDGET NARRATIVE

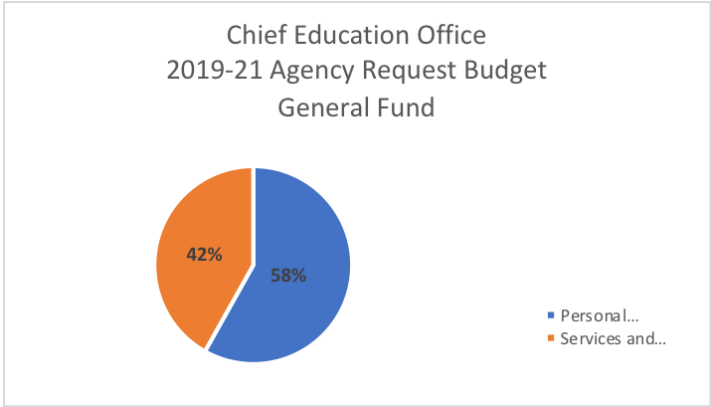
Budget Summary Graphics



BUDGET NARRATIVE

Budget Summary Graphics

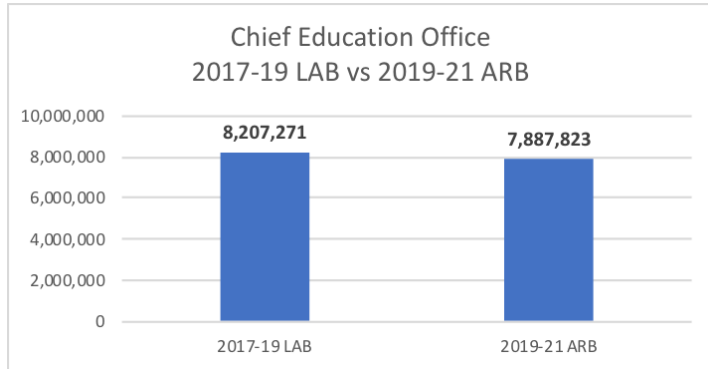
2019-21 Agency Request Budget
General Fund



BUDGET NARRATIVE

Budget Summary Graphics

2017-19 LAB vs. 2019-21 ARB



2019-21

Agency Request Budget

BUDGET NARRATIVE

Mission

Build and coordinate a seamless system of education that meets the diverse learning needs of every Oregonian from cradle to career.

Statutory Authority

Pursuant to Chapter 519, Oregon laws 2011, Sec. 1 & 2 (SB 909), the authority of the Chief Education Office to create a unified system of education was established by Chapter 26, Oregon laws, Section 14 (SB 1581). In 2013, the Legislature appropriated dollars to create a stand-alone agency. In Senate Bill 215 (2015), the Legislature changed the name of the agency to the Chief Education Office (formerly Oregon Education Investment Board), and extended the agency's sunset to June 30, 2019. The Chief Education Office also has responsibilities under the following pieces of legislation:

- **HB 4044 (2018):** Directs the Chief Education Office to conduct a study on recruitment, retention, mentoring and professional development of educators who serve students from student groups that may be at risk for experiencing achievement gaps.
- **HB 4053 (2018):** Directs the Chief Education Office to develop an annual report on accelerated college credit programs in collaboration with the Higher Education Coordinating Commission (HECC).
- **HB 3216 (2017)** – Directs Chief Education Office to study and report on practices that assist students in poverty families.
- **SB 182 (2017)** – Establishes the Educator Advancement Council for the purpose of making recommendations to the Chief Education Office for the funding of educator professional learning and requires the agency, along with Oregon Department of Education, to support the Council.

- **HB 4002 (2016)** – Directs the Chief Education Office to design and implement a pilot to support districts/ESDs in developing a trauma-informed approach
- **SB 909 (2011) and SB 215 (2015)** – Orders the Chief Education Office to develop, integrate, and maintain a Statewide Longitudinal Data System (SLDS)
- **House Bill 2636 (2013)** – Created the STEM Investment Council, under the direction of the Chief Education Office (formerly Oregon Education Investment Board).

The Chief Education Office has been charged by the Legislature under statute to convene and coordinate across education sectors, state education agencies, boards and commissions, stakeholders and communities to ensure an equitable, culturally-responsive system of education; to review and monitor attainment of state education goals; and to ensure successful student transitions between early learning and K-12 education and K-12 education and higher education.

The Chief Education Office is also charged under statute to work in tandem with the Quality Education Commission (QEC) to identify best practices and the costs and benefits of adopting best practices; to provide strategic direction to the Network for Quality Teaching and Learning and coordinate the establishment of the Educator Advancement Council; and to develop, maintain and report on longitudinal data.

Agency Strategic Plan

In the coming biennium, the Chief Education Office will continue to coordinate cross-sector and multiple-agency planning consistent with statute. The Office also will sharpen its focus on ~~policy strategies~~ and systems to accelerate equitable student outcomes by doing the following:

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- Deepen its focus on conducting cross-agency research, program evaluation, and identifying and implementing best practices around the state.
- Collaborate and plan with partners and stakeholders on using longitudinal data to guide efforts to meet statewide educational goals.

Specifically, the Chief Education Office will focus on the following goals and strategies during the 2019-21 biennium.

Goal #1: Improve the quality of teaching by enhancing educator's access to professional learning opportunities and support

Strategies:

- A. Coordinate across agencies to provide support and accountability for the Educator Advancement Council, which was formed in 2018. The Council is developing a system of local educator networks driven by educator needs to prioritize and provide more equitable statewide access to culturally responsive professional development and support to educators.
- B. Monitor and recommend strategies to improve the diversity of Oregon's educator workforce. The Office convenes the Educator Equity Advisory Group, issues an annual report to the Legislature as required by law (ORS 342.448), and is overseeing a new scholarship designed to help reduce college debt for teacher candidates who meet the state's goal for a more diversified educator workforce.
- C. Continue to oversee and administer a teaching and learning conditions survey to provide an opportunity for teachers and administrators to share perceptions about teaching and learning conditions at Oregon's public schools.

Goal #2: Fully operationalize the use of longitudinal data in Oregon and expand the data sources to be able to evaluate additional factors that affect the experiences of all Oregon students.

Strategies:

A: Continue to work with the research community – both within and outside state government – to identify and execute high-priority longitudinal research projects.

B. Plan and implement Phase 2 of the Statewide Longitudinal Data System (SLDS), which will involve adding data from additional agencies: Department of Human Services, Oregon Health Authority, Department of Corrections, and Teacher Standards and Practices Commission.

Goal #3: Provide key and critical insight back to state leaders and policy makers to inform and support data-driven policy and program decisions across education and other sectors.

Strategies:

- A. Lead the implementation of a cross-agency research agenda focused on socio-ecological, systems-level, holistic factors that influence and impact youth and adult success in education and beyond.
- B. With the addition of the Statewide Longitudinal Data System as a research tool, publish regular reports on key student outcomes and transitional points and provide timely responses to data questions as they arise in decisions about education policy.
- C. Drive research projects that help identify root causes of and solutions for the opportunity gaps that exist for traditionally underserved students.

Goal #4: Improve processes to identify and disseminate equity-driven effective student-focused practices across the education system that improve learning outcomes and achieve statewide education goals.

Strategies:

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- A. Work closely with the Quality Education Commission to identify ways longitudinal data may serve the Commission's charge of "identifying best practices that lead to high student performance and the cost of implementing these best practices."
- B. Work with the QEC to implement findings from its latest biennial report (2018), including the need for more individualized student-focused services and continuous improvement.

Goal #5: Ensure education agencies and sectors are coordinating efforts to help learners, particularly in areas that cross sectors, like pre-K to 3rd grade and high school to college/career.

Strategies:

- A. Continue to convene the education agency directors as an Education Cabinet, and lead the development of the unified education budget.
- B. Continue to work with the Early Learning Council and the Governors Children's Cabinet to ~~lead~~ coordinate cross-agency work around a comprehensive birth to 5 plan that serves all of Oregon's young children and their families.
- C. Implement new policies and strategies developed from cross-agency work on accelerated learning, including providing more equitable access of college level classes available at high schools throughout Oregon, better information and support for students and their families, and more training and resources for accelerated learning instructors.

C.D.

Program Descriptions

Chief Education Office

2019-21

The Chief Education Office was established to coordinate with education stakeholders in order to establish a unified public education system that ensures that all students in this state reach the educational goals established from cradle to career. The activities of the Chief Education Office center on the following:

Administration and Policy/Coordination

- Supporting the Chief Education Officer in the critical role of coordinating the P-20 Education System, including directing the Early Learning System Director, the Deputy Superintendent of Public Instruction, the Youth Development Division Director, the Executive Director of the Higher Education Coordinating Commission and the Executive Director of the Teachers Standards and Practices Commission in multi-agency planning and policy development.
- Coordinating with education stakeholders to streamline and connect early childhood services to public education from kindergarten to grade 12 and to connect public education from kindergarten through grade 12 to postsecondary education and workforce. This includes collaborating with Early Learning Council, State Board of Education, Higher Education Coordinating Commission, Teacher Standards and Practices Commission, Youth Development Council as well as workforce boards.
- Coordinating with education stakeholders to provide a seamless education system that: eliminates systemic barriers, provides equitable access to opportunities, and meets educational goals established for the state.
- Coordinating with early education and K-12 agencies and stakeholders to develop and implement a comprehensive plan to support children from birth to third grade.
- In meeting the education goals established for the state, the CEEdO is committed to culturally responsive practices and identifying existing strengths among collaborating partners,

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including those strengths in the construction and implementation of state agency initiatives.

- Collaborating with education stakeholders to develop and review the education goals established for this state, and monitoring and reporting on state progress toward achieving educational goals as measured by targets and outcomes.
- Providing an integrated statewide data system that contains student-level outcomes from all public education institutions in order to allow for longitudinal analysis and research.
- Working with the Quality Education Commission to identify best practices for school districts and the costs and benefits of the adoption of those best practices in schools.

Data and Research

The Data and Research Unit of the Chief Education Office is responsible for the Statewide Longitudinal Data System as well as research projects that cross education agencies and sectors.

The Chief Education Office launched the Statewide Longitudinal Data System (SLDS) IT project in 2018. The SLDS provides secure, non-identifiable data about Oregon students as they move through the education system and into the workforce. The SLDS is a powerful research tool, allowing the state to take an evidence-based, data-driven approach to developing policy and making strategic investments aimed at improving student outcomes in an equitable way. The system currently includes data from education agencies and the Employment Department. The Chief Education Office administers the system, providing IT development and maintenance, and working with the SLDS Steering Committee on data governance and prioritizing data use and research.

Researchers at the Chief Education Office help support the agency's statutory charge to recommend to the Governor and Legislature policy and strategic investments to achieve Oregon's goals for education. On behalf of the CEo, Governor, and Legislature, researchers conduct

and synthesize research and help build evidence-based models using best practices to evaluate the impact of recommended strategic investments, policy and initiatives across the P-20 public education system. With the SLDS operational, the Chief Education Office research team will lead data-driven policy and practice discussions based on student-level evidence and trends over time. In conjunction with the development of a cross-agency research agenda, facilitated by the CEo and focused on socio-ecological, systems-level, holistic factors, researchers will be able to address the various factors that influence and impact youth and adult success in education and beyond. In addition, CEo research staff will help coordinate and direct research requests and provide longitudinal results/reports generated from use of the SLDS.

Program Justification and link to 10-Year Outcome: The use and analysis of longitudinal data, extending from pre-school to career, supports the Governor's priority of a seamless unified educational system. This type of research provides insight to factors that affect student outcomes and identifies areas that need additional focus and/or intervention. It provides trending data to the research community to recommend policy, and to administrators and educators to identify opportunities to invoke change/interventions across the system.

Program Performance: The SLDS IT project was completed on June 1, 2018, and now connects data from K-12, public colleges and universities and workforce. With the first phase of the system complete, state researchers are able to run queries and conduct longitudinal studies.

In addition, during the 2017-19 biennium, the Chief Education Office completed research projects focused on: high school graduation, poverty, college and career readiness programs, educator equity, the transferability of college credits earned in high school, and the recruitment, retention, mentoring and professional development of educators who serve students from student groups that may be at risk for experiencing achievement gaps.

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Enabling Legislation/Program Authorization: SB 909 (2011) and SB 215 (2015) order the Chief Education Office to develop, integrate, and maintain a Statewide Longitudinal Data System (SLDS).

Funding Streams: The State Legislature appropriated \$5.5 million during the 2016 session for completion of the SLDS IT project.

Significant Proposed Program Changes from 2017-19: The Chief Education Office is requesting funds to implement Phase 2 of the SLDS, which will incorporate data from additional agencies, in order to provide the state with a more complete picture of the student experience and the programs that help them succeed.

Expected results from the 2019-21 budget for the program unit:

- Plan and implement Phase 2 of the SLDS, which will include data from non-education agencies such as the Oregon Health Authority, the Department of Human Services, and the Department of Corrections.
- Complete a cross-agency research agenda and execute high-impact research projects focused on socio-ecological, systems-level, holistic factors that influence and impact youth and adult success in education and beyond.
- Continue developing the SLDS public portal with research-focused reports that build knowledge and resourcing around statewide education and cross-sector efforts and promising practices.
- Execute action plans that build capacity and establish sustainable cross-agency research workgroups and partnerships.

Educator Advancement Council

The Chief Education Office leads a variety of initiatives to help support Oregon public school teachers and diversify the educator workforce.

The Chief Education Office has been charged with providing strategic direction and carrying out coordinating functions to support the purposes of the Network for Quality Teaching and Learning, which was established by the Legislature (HB 3233, 2013) to foster a statewide umbrella of professional development for teachers and school leaders.

In 2016, Governor Kate Brown issued Executive Order 16-03 establishing the Governor's Council on Educator Advancement. The work of this group lead to Senate Bill 182 (2017), which created the Educator Advancement Council.

The Educator Advancement Council (EAC) is a unique, innovative, public/non-profit partnership building upon the recommendations and core values of the Governor's Council on Educator Advancement to advise the state's effective use of resources to provide the education our students deserve by supporting and strengthening the education profession.

In doing this work, educators are transforming the culture of learning in classrooms to help ALL students succeed through:

- Teacher Voice and Leadership: Educators design and implement supports and professional learning system changes which inform policy, funding, and practice.
- Professional Supports and Learning -- EAC provides career pathway supports including strong preparation partnerships, mentoring, and teacher leadership opportunities throughout their careers.
- Statewide Access for All-- Through Educator Networks, the EAC provides access for all educators, regardless of school size or geographic location, to culturally responsive professional learning, mentorship, and leadership opportunities informed by teacher voice and local need.

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SB 182 charges the Chief Education Office with coordinating across state agencies to provide administrative support and strategic direction to the Educator Advancement Council.

As part of its work to support educators, the Chief Education Office coordinates the biennial administration of a survey of school-based educators that provides feedback on the impact of state investments to enhance teaching and learning conditions. Survey administration requires extensive preparation, coordination, analysis, and dissemination of the survey results every two years.

In addition, the Chief Education Office publishes an annual report required by statute on Oregon's progress in meeting the goals of the Educators Equity Act. Development of the report requires engagement from a wide group of stakeholders. The Chief Education Office convenes an Oregon Educator Equity Advisory group to provide guidance, field-based examples to highlight within the report and action steps or needed policy recommendations. The Chief Education Office co-facilitates these meetings and prepares materials to be shared at meetings throughout the state with slides, handouts, and infographics informing multiple agencies and communities on Oregon's progress in diversifying the educator workforce and relevant policy recommendations.

Program Justification and Link to 10-Year Outcome: Educators are one of the single greatest in-school factors impacting student success. If we are going to position all of Oregon students to graduate high school with a plan, we must invest in the recruitment, mentoring and development, and retention of culturally responsive and effective educators. Educators need specialized professional learning and ongoing support; more than current levels of federal, state, and local systems are designed to deliver.

Program Performance: The Legislature has received regular updates from the Chief Education Office and the Oregon Department of Education on the Network and biennial investments. The most recent results of the teaching and learning conditions survey are also available at the [TELL Oregon website](#). This past

year, the Chief Education Office provided administrative support to establish the Educator Advancement Council (EAC). The EAC now has full membership and is developing the framework for educator networks throughout the state.

Enabling Legislation/Program Authorization: HB 3233 (2013), SB 215 (2015), SB 182 (2017)

Funding Streams: No direct funding is allocated to the Chief Education Office specific to the statutory duties of the agency related to the Network for Quality Teaching and Learning/Educator Advancement Council.

Significant Proposed Program Changes from 2017-19: None

Expected results from the 2019-21 budget for the program unit:

- Implementation of educator networks to provide more equitable access to professional learning and support to teachers. (Current investments have only reached one-half of Oregon's school districts.)
- Additional partnerships and programs to continue diversifying the educator workforce.

Environmental Factors

Changing Student Population

The demographics of Oregon's schools and communities continue to include an increasing proportion of students who are ethnically diverse and English Language Learners or from recently immigrated families. This brings a tremendous depth of diversity, culture, and perspective to our communities and regions, and presents an opportunity for

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reconfiguring our systems of education to be more than a one-size-fits-all model.

Currently, more than one-third of Oregon's student population are students of color or speak a first language other than English, and by 2060, this is expected to rise to 44 percent. This diversity is an inherent asset and brings opportunity for innovation and a spectrum of ideas to enhance the vitality of our communities, regions and state.

However, to effectively leverage this increasing diversity, we must ensure our systems of education are designed to support, empower and reinforce the cultural identities of our students. We must ensure our educator workforce better reflects the students they serve, and our school communities are prepared to meaningfully engage students and their families. From cradle to career, we must provide access to high-quality learning opportunities for each of our students and multiple pathways to the future so students can pursue something meaningful to them.

Much of the foundation building of this work is under way in Oregon. There is an unwavering commitment to creating an equitable education system, recent investments in both early learning and higher education have increased the access and affordability of high quality learning opportunities for many of our historically underserved students. Our work ahead as a state is to build on these investments and to re-double our commitment to creating school cultures that are inclusive, engaging and supportive of all of our students and families.

Chronic Absenteeism and High School Graduation

In Oregon, one in five students routinely misses more than 10 percent of school days. This intensifies in high school, and contributes to 26 percent of students not graduating on time. Over the last several years, this issue has increasingly been recognized as one of the most critical facing our students and schools. As a result, there are multiple cross-sector collaborative initiatives underway at the state and regional levels to develop comprehensive solutions, particularly those reaching students who are most likely to be disengaged from our current systems: students of color, students with disabilities, students living in

poverty, students who have faced discipline, and English Language Learners.

System Building

Since 2011 and the creation of the Oregon Education Investment Board, now called the Chief Education Office, Oregon has been committed to building a seamless system of education from cradle to career. This commitment stemmed from recognition that the historic silos between early learning and K-12, and K-12 and our higher education and workforce institutions make it challenging for students to navigate key educational transitions. In its coordinating and convening capacity, the Chief Education Office has lead the building of an increasingly seamless system where joint-planning across agencies focused on key student outcomes has become a regular practice.

These efforts are showing promising impact in the coordination and alignment between segments of the student-learning continuum, but much work remains to continue to build on the momentum to date and truly establish a seamless, student-centered system of education.

Sustainable Funding

While Oregon is beginning to recover from the disinvestment in education that occurred during the economic recession, there is more re-building required to ensure our schools, early learning centers, and higher education institutions have the resources, supports and partnerships they need to prepare each of Oregon's students for graduation and their future.

Initiatives and Accomplishments

Coordinate Integrated, Cross-Sector Systems of Support for Educator Advancement:

- Strategic and administrative coordination to launch the Educator Advancement Council

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- Annual submission of the Oregon Educator Equity Report and staffing of Educator Equity Advisory Group.
- Coordination and staffing of the Network for Quality Teaching and Learning Advisory Committee, and strategic role in distribution of Network funds in partnership with ODE. This fund will become the Educator Advancement Fund in the 2019-21 biennium.

Coordinate Cross-Sector Planning and Policy to Achieve Statewide Goals for Student Learning Outcomes:

- Ongoing planning, coordination, policy analysis and development across the cradle to career continuum, including research reports that have affected policy and investment in areas such as chronic absenteeism and student support.
- Convening of a Sustainable Solutions for Accelerated Learning Work Group, which met for more than a year and drafted recommendations for the Governor and the Legislature to support access to high-quality accelerated college credit programs across Oregon.

Coordinate Integrated, Cross-Sector Systems of Support for Student Success

- Development of the Statewide Longitudinal Data System, to help better inform policy and investment decisions aimed at supporting students
- Convening of STEM Hubs from across the state for professional development, shared visioning and planning
- Convening and coordination of cross-agency research staff spanning education and health and human resources to align research initiatives, share best practices and coordinate research across the education continuum.

Proposed Legislation

Chief Education Office Sunset. ~~Makes several proposals to address the legislative~~~~Removes the~~ sunset of the Chief Education Office on June 30, 2019, ~~including:~~

- ~~• Provide for a Joint Boards of Education convened by the Governor with membership drawn from each education governing board and policy/coordinating council.~~
- ~~• Establish a Governor's Office of Education and Workforce Innovation to provide for the current duties of the Chief Education Officer.~~
- ~~• Establish a joint, independent Office of Education Planning, Research and Analytics (OEPRA) to provide strategic planning to the state boards and assume other duties of the Chief Education Office.~~

Educator Advancement Council. Placeholder for any necessary amendments to statutes governing the Educator Advancement Council.

Education Governance. Refines the authorities and membership of education governing boards, policy/coordinating councils and advisory bodies established in statute.

Accelerated Learning Funding Model. Establishes in statute equitable and sustainable funding methods to initiate and provide accelerated college credit programs, with emphasis on providing access to underserved students or students from rural communities; and sustained cross-sector collaboration between teachers and staff at high schools and faculty at post-secondary institutions of education implementing accelerated college credit programs.

Accelerated Learning Credit Transfer. Creates a statewide credit transfer policy to better ensure accelerated learning courses in high school count toward postsecondary degree attainment.

Accelerated Learning Instructor Supports. Expands support for school districts and education service districts to provide professional

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learning opportunities to qualify instructors for teaching dual credit courses; enhances collaboration between school districts and community colleges to develop and credential a cadre of qualified dual credit instructors; and ensures teachers have online access to a dependable schedule of graduate courses that meet community college requirements for dual credit instructors.

Accelerated Learning Student Supports. Expands outreach to students and families about accelerating learning opportunities and creates an online portal to help students and their families verify which courses offered in high school will be accepted for credit at Oregon community colleges and public universities.

Criteria for 2019-2021 Budget Development

The CEdO's budget was developed with the following criteria in mind: (1) efficiency and flexibility; (2) ability to implement the CEdO key strategies:

- **Create a coordinated, student-centered education system,** from birth through college and career readiness (0-20), to enable all Oregon students to learn at a pace that is appropriate for them, have multiple options for the future and, ultimately, achieve their full potential. At the state level, this will require integration of Oregon's sectors and systems, vision alignment from cradle to career partnerships beyond the traditional school system, and more strategic leveraging of resources to encourage and support successful teaching and learning across the education continuum.
- **Focus state investment strategies on achieving equitable student outcomes:** The state must continue to focus on strategies to improve investment on core student and community outcomes that are more critical for putting students on a path to high school graduation, and onto college

completion and/or successful transition to career. The state must drive state and local investment strategies toward achieving these outcomes for students, being much more with intentional about investment in the programs, services, tools, leverage points and the community strategies that will make the biggest difference for effective teaching and learning and student success. The state must also seek to work with partners and educational entities to create multiple paths to the future for students that engage and empower them to pursue a relevant and meaningful track

- **Build statewide support systems:** The state's role is not to deliver education, but rather to invest in and support the communities, thousands of institutions, educators and providers and communities across the state that do. To succeed, Oregon must engage educators and education leaders, students and families, communities, and employers to achieve the educational excellence envisioned for Oregonian students. The state will continue to set The continued coordinated efforts of state education agencies are critical to ensure aligned standards and assessment, provide and guidance and support, and shared conduct assessments, coordinated connected along the education pathway. Nevertheless, the state must also focus on Ensuring an effective structure to support continuous improvement, researching and disseminating what works, providing a structure to support continuous improvement, and improving educator support and effectiveness are critical functions of the State, and increasing support for educational entities and their educators.

Commented [LC-C1]: Coordinated efforts led by the Chief Education Office across state agencies

Commented [LC-C2]: This needs some work to connect back to our agency mission

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Major Information Technology Projects/Initiatives

Senate Bill 909 (2011) established the Oregon Education Investment Board (OEIB), along with the directive to establish a statewide longitudinal data system in order to provide policy makers and educators a tool to direct funds and methodologies to support continuous improvement within the Oregon educational system.

This directive was reaffirmed by Senate Bill 215 (2015) when the OEIB was redefined in its focus and mission to become the Chief Education Office (CEdO). The key elements for the Oregon Statewide Longitudinal Data System P-20W (OR-SLDS P-20W) have not changed.

Overview and Status:

A longitudinal data system is defined as a data system that collects and maintains detailed and high quality data that are linked across entities and over time, and makes these data accessible through reporting and analysis tools. This data analysis allows educators, researchers, policy makers, and business and community leaders to make better informed decisions on programs, investments, and policies.

The Oregon Statewide Longitudinal Data System P-20W was approved through the stage gate process in early 2016, and the project was initiated in May 2016. The system went live on 6/1/2018 and has transitioned from a project focus to an operational focus. The Chief Education Office is preparing to provide researchers and the public with a longitudinal data view of students, within state educational institutions, beginning in the school year of 2006/07 to present; for state educational K-12 populations, 2-year community college, and 4-year university institutions. In addition, the data system contains Oregon Employment Department (OED) workforce data from year 2000 to present. This capability allows for longitudinal analysis from kindergarten to workforce.

2017-19 Project Activities

The CEdO completed development of the SLDS IT project in the 2017-19 biennium. The system currently connects data from the Oregon Department of Education, Higher Education Coordinating Commission, and Oregon Employment Department.

2019-21 Project Plan

The CEdO is proposing Phase 2 of the SLDS to begin during the 2019-21 biennium. Phase 2 expands the data library and content of the longitudinal data system to include additional agencies beyond education, including the Oregon Health Authority and the Department of Human Services. This expansion will give a more holistic "view" of the student life cycle that includes other factors that affect student outcomes over the course of their academic careers. For example, underserved students, homeless students, students navigating through poverty, students experiencing health issues/trauma, etc. These influencers are not currently segments of the SLDS and therefore leave gaps in the system capability to provide a more complete perspective of a student's life cycle.



KATE BROWN
Governor

October 11, 2017

Lindsey Capps
Chief Education Officer
Chief Education Office
255 Capitol Street NE
Salem, OR 97301

Miriam Calderon
Early Learning System Director
Oregon Early Learning Division
775 Summer Street NE, Suite 300
Salem, Oregon 97301

Colt Gill
Acting Deputy Superintendent of Public Instruction
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97301

Ben Cannon
Executive Director
Higher Education Coordinating
Commission
255 Capitol St NE
Salem, OR 97301

Elizabeth Keller
Acting Executive Director
Teacher Standards & Practices Commission
250 Division St. NE
Salem, OR 97301

Dear Mr. Capps, Mr. Gill, Ms. Keller, Ms. Calderon, and Mr. Cannon,

My vision for the state's education system is to support Oregonians from all walks of life and abilities to achieve the education they need in their individual journeys from cradle to career.

We have accomplished a great deal in my first two years as Governor, and I wanted to put in writing to you my priorities and expectations for your work in further delivering on this vision.

Guiding Principles

I have two overarching guiding principles I wanted to clearly convey, both for existing programs and new initiatives and for the education continuum from early learning through higher education:

- I. I expect that you will require a high standard of accountability in implementation, ensuring outcomes are measured and that every dollar of public investment for our students is well spent.
- II. I expect that you will work in your respective roles to ensure that our children, students and young people are provided the full benefit of programs as intended and consistent with our State's Equity Lens for education.



Specific Directives

1. Establish a Unified Education Budget

Consistent with your prior collaboration in budget development, as we prepare for a new budget process, I am asking that you begin in earnest as an Education Cabinet to establish a framework for developing a unified education budget for the 2019-21 biennium that accomplishes the following:

- Ensures more students meet key education benchmarks;
- Recognizes critical opportunities to support key student transitions;
- Improves school readiness and attendance;
- Improves high school and college completion rates; and
- Establishes meaningful pathways to careers and strengthens workforce development.

2. Develop a New Statewide Early Learning Plan

Since 2015, I have prioritized and delivered on expanded early childhood education opportunities and wraparound supports for children and families from birth to age 5. This has included new investments in affordable childcare, providing greater access to Head Start and high-quality preschool options, and streamlining programs serving our most vulnerable families. The latter has included voluntary home visiting to support at-risk families at the earliest stages of a child's life, programs that prevent abuse and neglect and support mental health, and other efforts to ensure parents are engaged in the learning and development of their child.

It is my expectation that as my Education Cabinet you will work closely together in your respective capacities and with other relevant state agencies to support a more integrated early learning system that serves all Oregon communities. I am looking to the leadership of the Early Learning System Director and Early Learning Council to develop a new statewide plan for early learning in Oregon from prenatal to age five.

I am also looking to the Early Learning System Director to work in tandem with the Deputy Superintendent of Public Instruction to strengthen partnerships between our K-12 public schools, regional Early Learning Hubs and other community-based partners to better support the transition of students from prekindergarten through third grade.

I expect this Early Learning Plan and stronger collaboration with schools, communities and early learning leaders to result in proposals to be considered for inclusion in my recommended budget for the 2019-21 biennium.

3. Achieve Aggressive High School Graduation Goals

The state has agreed to important goals in our Every Student Succeeds Act state plan to continuously increase high school graduation rates across all student populations. It is my expectation that the Oregon Department of Education (ODE) actively fosters collaborations between educators, schools and communities to ensure our state achieves these goals.

Four-Year Cohort Graduation Rate Interim Progress Targets										
	Graduation Year									
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
	Accountability Year									
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
All Students	74	76	78	79	80	82	85	86	88	90
Economically Disadvantaged	66	69	71	74	77	79	82	85	87	90
English Learners	51	55	60	64	68	73	77	81	86	90
Students with Disabilities	53	57	61	65	69	74	78	82	86	90
American Indian/Alaska Native	55	59	63	67	71	74	78	82	86	90
Black/African American	63	66	69	72	75	78	81	84	87	90
Hispanic/Latino	67	70	72	75	77	80	82	85	87	90
Native Hawaiian/Pacific Islander	63	66	69	72	75	78	81	84	87	90
Asian	87	87	88	88	88	89	89	89	90	90
White	76	78	79	81	82	84	85	87	88	90
Multi-racial	73	75	77	79	80	82	84	86	88	90

**The accountability year reflects interim progress targets from the previous year.*

In addition, I'm directing that:

- Further planning and action will be taken to ensure that ODE's focus on equity and cultural responsiveness is further embedded across all Departmental programs and initiatives;
- Strategies to improve outcomes for traditionally underserved students under our statewide equity plans (African-American/Black Student Success State Plan, American Indian/Alaska Native State Plan, and English Language Learner Outcomes Improvement Plan) are clearly aligned with new investments in programs across school districts under Measure 98 as well as our statewide plan to address chronic absenteeism;
- Key functions of the Education Innovation Officer will be integrated within the existing structure of ODE to maintain a focus on identifying and scaling up effective practices to improve student outcomes;
- Further recommendations are provided to me on the programs administered by the Youth Development Division that serve Oregon's youth disconnected from school and the workforce, and the integration of these programs with drop-out prevention strategies and career-connected learning in K-12 and postsecondary education, and;
- As directed under SB 182, cross-agency resources will be dedicated to fulfill the vision and core functions of the public-nonprofit partnership established under the law to advance educator and school leader professional learning and culturally responsive practices in our schools.

4. Expand Career Connected Learning Aligned to Workforce Needs

We have an opportunity to build on the goals and strategies outlined by the Higher Education Coordinating Commission focused on expanded career-connected degree programs, and those strategies called out through our statewide STEAM Education Plan, and implemented through state investments in career pathway programs across K-12 and Higher Education, and under Measure 98. It is my expectation that the Education Cabinet will work with our partners in workforce, business and industry to better align regional workforce needs with career-connected learning in our K-12 schools and certificate and degree programs at our community colleges and universities.

Mr. Capps, Mr. Gill, Ms. Keller, Ms. Calderon, and Mr. Cannon
October 11, 2017
Page 4

I would like you to report to me by the 2018 Legislative Session on specific actions that can be undertaken by education agencies collectively to improve opportunities for Oregonians of all ages to obtain the career skills they need to thrive in our increasingly competitive economy in every region of the state.

Sincerely,


Governor Kate Brown

From: [CAPPS Lindsey D * GOV](#)
To: [MORAWSKI Lisa - CEDO](#)
Subject: CEEdO Letter
Date: Tuesday, August 28, 2018 7:19:55 AM
Attachments: [3.9.17 CEEdO Letter Agencies.pdf](#)

See attached.



KATE BROWN
Governor

March 10, 2017

Lindsey Capps
Chief Education Office
775 Court Street NE
Salem, OR 97301

Iris Bell
Oregon Youth Development Division
255 Capitol St NE
Salem, OR 97301

Salam A. Noor
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97301

Ben Cannon
Higher Education Coordinating Commission
255 Capitol St NE
Salem, OR 97301

David Mandell
Oregon Early Learning Division
775 Summer Street NE, Suite 300
Salem, Oregon 97301

Monica Beane
Teacher Standards & Practices Commission
250 Division St. NE
Salem, OR 97301

Dear Mr. Capps, Mr. Noor, Mr. Mandell, Ms. Bell, Mr. Cannon, and Ms. Beane:

As Superintendent of Public Instruction and Chief Executive of the State, I have oversight over the Chief Education Office, the Department of Education, the Early Learning System, the Youth Development Division, the Higher Education Coordinating Commission, and the Teacher Standards and Practices Commission. I would like to clarify the organizational relationship among these entities and between these entities and my office. In this letter, I am reaffirming existing practices in effect at my direction and further clarifying the duties and authority I am conferring upon the Chief Education Officer relative to the administrators of state education entities and the boards and commissions with jurisdiction over education.

1. As you know, Lindsey Capps serves both as the State's Chief Education Officer and as my Education Policy Advisor. I rely on Mr. Capps to carry out my day-to-day oversight function of the State's education entities. This letter clarifies that the Chief Education Officer, on my behalf, has sole supervisory authority over the State's education entities. The Chief Education Officer, on my behalf, is empowered to resolve disputes between the State's education entities, if any arise.
2. For positions that by statute are appointed by the Governor, I retain the authority to appoint or remove a person from office at the recommendation of the Chief Education Officer. For positions that by

statute are appointed by an entity other than the Governor, I will resolve disputes, if any arise, between the Chief Education Officer and the appointing authority.

3. The Chief Education Officer and the Chief Education Office will facilitate coordination and communication between the Early Learning Council, State Board of Education, Higher Education Coordinating Commission, Youth Development Council and Teacher Standards and Practices Commission. The Chief Education Officer and Office will periodically review the goals established by these public boards and commissions, and monitor the progress of state education entities in meeting the goals as established by their respective board or commission. In furtherance of goals established by boards and commissions within a unified education system, the Chief Education Officer and Office shall convene and promote collaboration between agencies, institutions and communities across education sectors.
4. The Chief Education Officer, on my behalf and in accordance with applicable state statutes, will provide direction and oversight on policy and program priorities of state education entities, and has primary responsibility for recommending a biennial, unified education budget.
5. ORS 326.435 and 417.852 site the Early Learning Division and the Youth Development Division in the Department of Education. Both entities report directly to me and, pursuant to paragraph 1, above, the Chief Education Officer, on my behalf, shall have sole supervisory authority over them. The entities are established in the Department of Education for purposes of sharing common services and promoting efficiency in operations. The Deputy Superintendent of Public Instruction has no oversight over these entities, but shall collaborate with them for purposes of sharing services, promoting efficiency in operations, and for other purposes deemed necessary for improving our state's education system.
6. For purposes of the Statewide Longitudinal Data System, the Chief Education Officer shall give direction to all affected agencies.

One of my top priorities as Governor is establishing an equitable and unified system of education to improve student outcomes from cradle to career. This requires coordinated actions across sectors of education and with public boards and commissions of jurisdiction. I rely on the Chief Education Officer and Office to oversee and coordinate implementation of my administration's vision in this regard.

Thank you for the work you do every day to serve and improve the lives of Oregon's students, children and youth. I am deeply grateful for your commitment to building a seamless system of education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kate Brown', with a stylized, flowing script.

Governor Kate Brown

From: [TAYLOR Dawn - ELD](#)
To: [LESLIE Berri * GOV](#)
Subject: RE: Children's Cabinet - September - Plan refinement
Date: Tuesday, August 28, 2018 8:32:56 AM

I will be attending in person

Dawn Taylor | Director of Child Care
EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION
OFFICE [503.947.1418](#) | MOBILE [503.779.3645](#)

-----Original Appointment-----

From: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Sent: Monday, February 5, 2018 4:20 PM
To: LESLIE Berri * GOV; Governor's Conference Room * GOV; ALLEN Patrick; CAPPS Lindsey D * GOV; GILL Colt - ODE; PAKSERESHT Fariborz; CALDERON Miriam - ELD; SALAZAR Margaret * HCS; EDLUND Tina * GOV; KLEIN Rosa * GOV; BUNCH Chelsea * HCS; WILCOX Cate S; 'Sen.ElizabethSteinerHayward@oregonlegislature.gov'; SOUZA THERESA; HARGUNANI DANA; LABAR James * GOV; DEHERRERA DEBBIE A; FERDER Cassandra L - ELD; SEN SteinerHayward; CURRENT Greg * HCS; BELLATTY PAUL T; TORAN Kay; 'nan.waller@ojd.state.or.us'; 'Brenda Frank'; 'Rep.DuaneStark@oregonlegislature.gov'; MANDELL David P - ELD; ROMAN Linda * GOV; 'suemiller500@gmail.com'; BRICKMAN Tamara M * DAS; PEARSON Lisa * DAS; CONNOLLY Cathleen Z * DAS; KONDAYEN Kate * GOV; Mary Louise McClintock; KORESKI Debbie * GOV; BHATT Pooja * GOV; STOUDAMIRE Serena - ODE; NAUGHTON George M * DAS
Cc: REP Stark; NASS Kate * DAS; TAYLOR Dawn - ELD
Subject: Children's Cabinet - September - Plan refinement
When: Tuesday, September 4, 2018 3:30 PM-5:00 PM (UTC-08:00) Pacific Time (US & Canada).
Where: Oregon State Capitol, Suite 254 - Governor's Conference Room

RSVP – In your response, please let us know if you will be attending in person or by phone.

Please note, the date for this meeting has been changed again.

Participants:

Patrick Allen, Director, Oregon Health Authority
Miriam Calderon, Early Learning System Director, Early Learning Division
Brenda Frank, Grants and Contracts Administrator, Eastern Oregon Workforce Board
Colt Gill, Acting Deputy Superintendent of Public Instruction, Oregon Department of Education
Fariborz Pakseresht, Director, Department of Human Services
Margaret Salazar, Director, Oregon Housing & Community Services
Representative Duane Stark
Senator Elizabeth Steiner-Hayward
Kay Toran, President, Volunteers of America

Judge Nan Waller
Serena Stoudamire Wesley
Mary Louise McClintock

Conveners:

Berri Leslie, Deputy Chief of Staff, Governor's Office
Lindsey Capps, Chief Education Officer
Tina Edlund, Governor's Health Policy Advisor
Rosa Klein, Governor's Human Services Advisor
James LaBar, Governor's Housing Policy Advisor

*Call-in option is available, **however in-person attendance is preferred***

Conference line information:

Number: [REDACTED]

Access Code: [REDACTED]

From: [MORAWSKI Lisa - CEDO](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: RE: Budget Document
Date: Tuesday, August 28, 2018 8:36:13 AM

Sounds good, thanks.

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Sent: Tuesday, August 28, 2018 7:17 AM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: Budget Document

Lisa,

See enclosed. We need to review the Governor's directive letter from March 2016 to ensure there is consistency between that and the agency deliverables for 2019-21 and to incorporate these where they are missing.

I'll connect with you later today to discuss.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [FISHER Nikki * GOV](#)
Subject: Re: Beers with the Salem Reporter staff
Date: Tuesday, August 28, 2018 9:14:13 AM

I'm planning a Portland day that day, but do you think it's worth coming down?

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Monday, August 27, 2018 at 9:11 PM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Beers with the Salem Reporter staff

FYI

From: Aubrey Wieber <aubrey@salemreporter.com>
Date: Monday, August 27, 2018 at 4:53 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Beers with the Salem Reporter staff

Hey Chris,

Our staff is inviting state comms folks to meet us for beers Sept. 5 at 5 p.m. at Archive. We'd love for you and the rest of the comms team to join. Everything will be off the record. Just a friendly, casual opportunity for us to get to know everyone. Hope you guys can make it!

Aubrey Wieber
Salem Reporter
Office: 503-357-3207
Cell: 503-720-9227

From: [KONDAYEN Kate * GOV](#)
To: [EDLUND Tina * GOV](#); [RHOADES Jeffrey * GOV](#)
Cc: [PAIR Chris * GOV](#); [ROMAN Linda * GOV](#); [BOYLES Stormy * GOV](#)
Subject: Request for info on opioids related to OHP/HERC
Date: Tuesday, August 28, 2018 9:18:29 AM

Tina or Jeff,

Can one of you pull together a brief (one-page) update for the Governor on the HERC's opioid proposal and its implications, as well as a timeline? I asked her a question about it during media prep and she wanted more info.

Thank you,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Teacher Recognition Series
Date: Tuesday, August 28, 2018 9:21:11 AM

Amazing! Seems like a good opportunity for teacher of the year. Is she covering areas outside the Portland market?

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Monday, August 27, 2018 at 6:13 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: FW: Teacher Recognition Series



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: Angelica Thornton <AThornton@katu.com>
Sent: Monday, August 27, 2018 10:13 AM
To: Marc.Siegel@state.or.us
Subject: Teacher Recognition Series

Hi Marcus,

My name is Angelica Thornton. I'm the morning anchor at KATU-TV. I'm writing because I'm launching a special series called "Leaders in Learning," where we recognize teachers, administrators and staff who are going above and beyond to improve our communities. I thought I'd drop you an email to let you know, in case you know of anyone or come across anyone who deserves recognition. I'm really excited to do some positive stories about Oregon educators, so spread the word if you can!

Best,

Angelica Thornton

KATU News

503-867-7936

athornton@katu.com

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Cc: [LINEBAUGH Kourtney * GOV](#)
Subject: Re: Junction City
Date: Tuesday, August 28, 2018 9:22:29 AM

Thanks, Marc!

I'm copying the event organizer Kourtney Linebaugh, who can send all of that along.

Kourtney, I may have jumped the queue here on invites, but I wanted to make sure Colt had all of the info on next week earlier rather than later, so mentioned it to my colleague Marc.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Monday, August 27, 2018 at 5:50 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Junction City

Hey Kate,

Thanks for the invite. Colt can attend the 10:30 a.m. event next Tuesday at Junction City High School.

Please send me the key details including what room the event is held in and what time Colt should be there.



OREGON
DEPARTMENT OF
EDUCATION

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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [KONDAYEN Kate * GOV](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: FW: On deadline: school days v. instructional hours
Date: Tuesday, August 28, 2018 9:51:21 AM

Follow up from Paris. Can we clarify that instructional hours will remain in place while adding in the additional metric of days to make sure that our kids get as much time possible with teachers?

Best,
Kate

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>
Date: Tuesday, August 28, 2018 at 9:21 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: "jbeach@capitalpress.com" <jbeach@capitalpress.com>
Subject: Re: On deadline: school days v. instructional hours

Hi Kate -

Both Gov. Brown and Rep. Buehler have proposed requiring a 180-day school year.

Currently, there is no mandate on the number of days school must be in session. The average for 2017-18 was 162.3 days in 2017-18, according to my calculation of data tracked by the Oregon Department of Education.

But there is a requirement that elementary and middle school students have a minimum of 900 instructional hours and high school students have about 990 hours.

In the governor's policy plan, would she leave the instructional hour requirement the same while increasing the mandatory school days? Why or why not?

I am on deadline for today.

Thank you for your time.

Sincerely,

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Monday, August 27, 2018 11:14 AM
To: Paris Achen
Cc: jbeach@capitalpress.com; cwithycombe@eomediagroup.com
Subject: Re: On deadline: Goals for Oregon's Schools

Hi Paris!

The Governor strongly believes that in order to effect change for Oregon's students, a multi-pronged approach is vital. The components of the Governor's policy agenda announced today will be reflected in her statewide budget that will be delivered in late November and in the coming years. The policy agenda is aligned with the overarching goals of the Student Success Committee.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>
Date: Monday, August 27, 2018 at 10:10 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>,
"christian@katebrownfororegon.com" <christian@katebrownfororegon.com>
Subject: Fw: On deadline: Goals for Oregon's Schools

Also...how does this agenda compare with the goals of the joint legislative committee on student success?

Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: Paris Achen

Sent: Monday, August 27, 2018 10:08 AM

To: KONDAYEN Kate * GOV; christian@katebrownfororegon.com

Cc: Joe Beach; Claire Withycombe

Subject: On deadline: Goals for Oregon's Schools

Hi Kate and Christian -

What does the release of this education policy agenda mean? Is this just what she would like to do?

How much or little of this plan will be included in her 2019-21 budget proposal? How much does this plan cost?

What other actions does she plan to take to execute this agenda?

How will this policy agenda be used in others way? For instance, will it be included her platform for reelection?

I am on deadline for before 6 p.m. today, (Monday).

Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: Governor Kate Brown Press Office <governors.press=das.state.or.us@mail72.us4.mcsv.net>
on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>
Sent: Monday, August 27, 2018 9:14 AM
To: Paris Achen
Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career](#).

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full, 180-day school year; and increased investments in career technical education and post-secondary pathways."

[Governor Brown's agenda](#) for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. A multi-pronged approach is essential to address the needs

relating to the "whole child," as no single solution will change the future of Oregon's students. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

###

www.governor.oregon.gov

[Previous Press Releases](#)

[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

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Oregon Office of the Governor • 254 State Capitol • 900 Court Street NE • Salem, Oregon 97301 • USA

From: [KLEIN Rosa * GOV](#)
To: [HUTCHINGS Laura * GOV](#); [LESLIE Berri * GOV](#)
Subject: RE: invite for GKB, your thoughts?
Date: Tuesday, August 28, 2018 10:00:48 AM

I think it would be great if she could make it. These are the centers that are seeing children every day who are suspected of being neglected or abused. They would benefit from seeing and hearing first hand how the governor supports their work (and also that she is deeply familiar with this issue.)

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
Pronouns: She/Her/Hers

From: HUTCHINGS Laura * GOV
Sent: Tuesday, August 28, 2018 9:27 AM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; KLEIN Rosa * GOV <Rosa.KLEIN@oregon.gov>
Subject: invite for GKB, your thoughts?

Good morning! Stormy asked me to route the request below to you both and ask for your input. Is this one we should try to accommodate to the Governor's schedule? Thanks!

~ Laura

Laura Hutchings

Assistant Scheduler to the Governor
Executive Assistant to Deputy Chief of Staff Gina Zejdlik
Office of Governor Kate Brown
900 Court Street NE, Salem, OR 97301 | phone: 503-378-6645 | laura.hutchings@oregon.gov

From: ORPrdSupport@egov.com [<mailto:ORPrdSupport@egov.com>] **On Behalf Of** becky@childabuseintervention.org
Sent: Friday, August 24, 2018 4:19 PM
To: HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>
Subject: Input Received: Submit your request here

Submit your request here

Submitted: 8/24/2018 4:18:59 PM

Name	Becky Jones
------	-------------

Email	becky@childabuseintervention.org
Phone	(530) 304-9148
Host organization name (if applicable)	Oregon Network of Child Abuse Intervention Centers
Name of the event	
Date	10/11/2018
Event start time	06:30 AM
Event end time	08:30 AM
Location, including street address and room name or number, if applicable	Multnomah Athletic Club1849 SW Salmon St Portland, Oregon 97205 United States
Name and cell number of on-site contact at event	Alison Kelley, Board Chair, 503-990-0915
Purpose of event/desired outcomes (e.g., "To recognize the OSU Women's basketball team")	To discuss the importance of child abuse prevention and intervention work in Oregon, the vital role and services provided by Child Abuse Intervention Centers and its supporting statewide organization, the Oregon Network of Child Abuse Intervention Centers. Board members from other statewide networks such as Children's Trust Fund and Prevent Child Abuse Oregon will also be invited and encouraged to discuss the vital work of their organizations, systems, and advocacy efforts.
Role Governor is to play	Keynote address
If other, please describe	Please feel free to also discuss your vision for keeping children safe and nurtured in Oregon and how that might impact your other large goals.
Event schedule, line up, or run of show	We plan to serve light food, and refreshments will be available. We will likely have our Board Chair and/or the Executive Director of one of our Child Abuse Intervention Centers speak to what they do each day. We will introduce our new Executive Director. We may include a testimony from a survivor, but that will be up to whether any survivors identify that they would like to participate in this way.

Start time for Governor's role	7:00 PM
End time for Governor's role	7:15 AM
Will media/press be in attendance?	Yes
If so, who is expected or has been invited?	We will release a press release. Unsure, about next steps.
Who will be introducing the Governor (if applicable)	Either Kevin Dowling, ED of CARES NW serving Multnomah and Washington Counties, or Alison Kelley, Board Chair of the Network and ED of Liberty House in Salem, OR
Room arrangement	Casual/Reception
Approximate number of attendees	70
Podium and microphone available?	Yes
Other information [web site URL, dress code, parking, First Spouse invited, VIPs present, etc.]	Thanks for your consideration! Our website is www.childabuseintervention.org . Dress code is business casual. First Spouse is invited!

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#); [RUDY Peter - ODE](#)
Subject: Fwd: On deadline: Instructional hours v. days
Date: Tuesday, August 28, 2018 10:21:41 AM

Kate, I'm in the retreat today but here are some questions Peter is answering. You may have perspective on this.

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From: RUDY Peter - ODE <peter.rudy@ode.state.or.us>
Sent: Tuesday, August 28, 2018 9:26 AM
To: WILTFONG Michael - ODE
Cc: SIEGEL Marc - ODE
Subject: FW: On deadline: Instructional hours v. days

Mike,

Can you provide an official-sounding response to why we collect session day info?

Peter J. Rudy
Public Affairs Specialist
Office of the Deputy Superintendent
O: 503.947.5920 | C: 503.385.3350
Peter.Rudy@state.or.us | www.oregon.gov/ode



From: pachen@portlandtribune.com <pachen@portlandtribune.com>
Sent: Tuesday, August 28, 2018 9:24 AM
To: peter.rudy@state.or.us
Cc: marc.siegel@state.or.us
Subject: Re: On deadline: Instructional hours v. days

Hi Peter - Thank you for your prompt reply.

Marc - It's nice to virtually meet you. Among my many duties at the Pamplin/EO Capital Bureau, I write about state education issues. Perhaps the three of us could get coffee one day in Salem.

For now, I have a follow-up question concerning instructional hours and school days. Why does ODE track school days? What is the purpose?

Thank you.

- Paris Achen
Portland Tribune
Pamplin/EO Capital Bureau
mobile 541-840-3626

From: RUDY Peter - ODE <peter.rudy@state.or.us>
Sent: Tuesday, August 28, 2018 8:39 AM
To: Paris Achen
Cc: SIEGEL Marc - ODE
Subject: RE: On deadline: Instructional hours v. days

Paris,

First, a note that Victoria Nguyen is no longer serving as interim communications director for ODE. I have included our new communications director Marc Siegel on this email.

I attached the most recent data we have for session days per district. Note that districts in the 140 day range probably have four day weeks with longer instruction each day while those at 170 probably have five day weeks and those in the middle may have used a hybrid where every other Friday is a study day where students can attend for help or tutoring, but no formal education is offered, so it doesn't count as a session day.

We don't collect data on school hours. Each district has to affirm they met the annual instruction requirement, but there is no data collection for number of hours.

Peter J. Rudy
Public Affairs Specialist
Office of the Deputy Superintendent
O: 503.947.5920 | C: 503.385.3350
Peter.Rudy@state.or.us | www.oregon.gov/ode



From: pachen@portlandtribune.com <pachen@portlandtribune.com>

Sent: Tuesday, August 28, 2018 8:05 AM

To: peter.rudy@state.or.us

Cc: Victoria.Nguyen@oregon.gov

Subject: On deadline: Instructional hours v. days

Hi Peter -

The state mandates a minimum of 900 instructional hours for grades 1-8 and 990 for high school. How does that translate into instructional days? Do you have a chart that shows both schools' instructional hours and days?

With 900 instructional hours, what would that average in terms of a number of days?

When people say that Oregon has one of the shortest school years in the nation, how is that gauged, by hours or days?

I am on deadline for today.

Thank you.

Sincerely,

Paris Achen

Portland Tribune

mobile 541-840-3626

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Back to School language
Date: Tuesday, August 28, 2018 10:49:40 AM

Kate, please send me your bullets by end of today. Whatever you have, in whatever format is good with me. I'm meeting with some ODE team members at 8:30 am tomorrow to discuss their brief Thursday speech at a school. Thanks for your help.

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From: [CAPPS Lindsey D * GOV](#)
To: [CALDERON Miriam - ELD](#)
Subject: FW: Signature: Required Image File
Date: Tuesday, August 28, 2018 11:06:24 AM
Attachments: [image001.png](#)

Miriam, I believe this was sent in error. If there is action required on my part, let me know. Lindsey

From: Wendi Baird [wbaird.schs@orcca.us]
Sent: Tuesday, August 28, 2018 10:33 AM
Subject: Signature: Required Image File



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Wendi Baird Shared below Attachments: (5) Secured PDF Files needs your signature.

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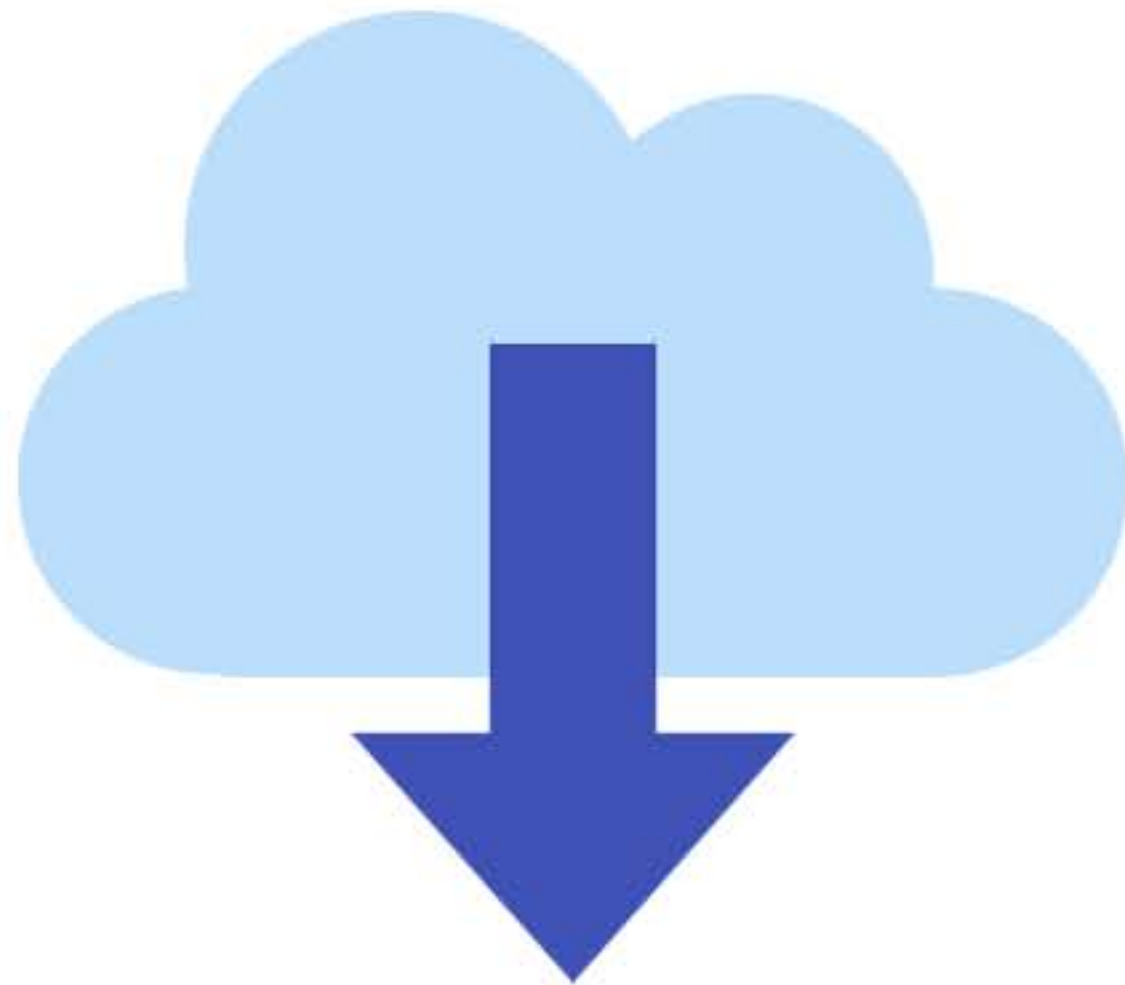
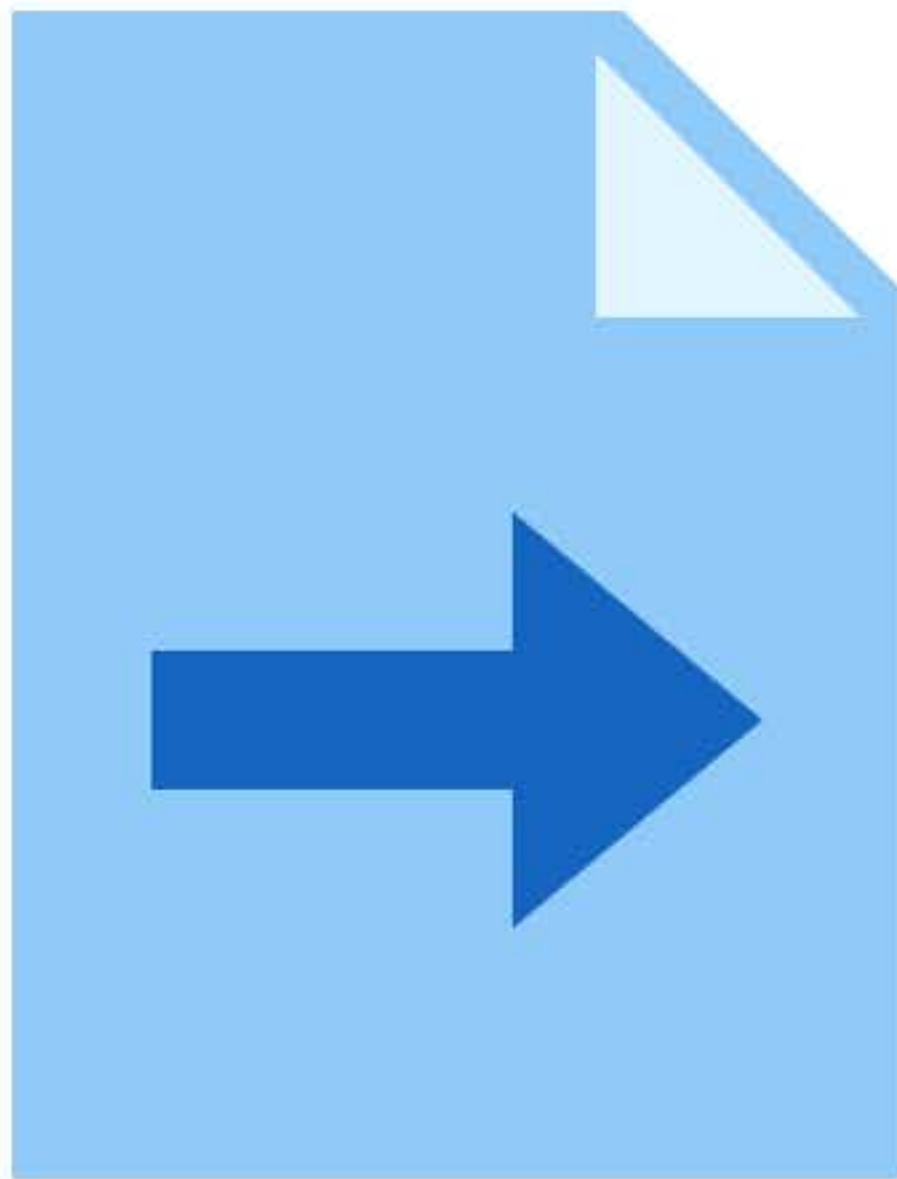
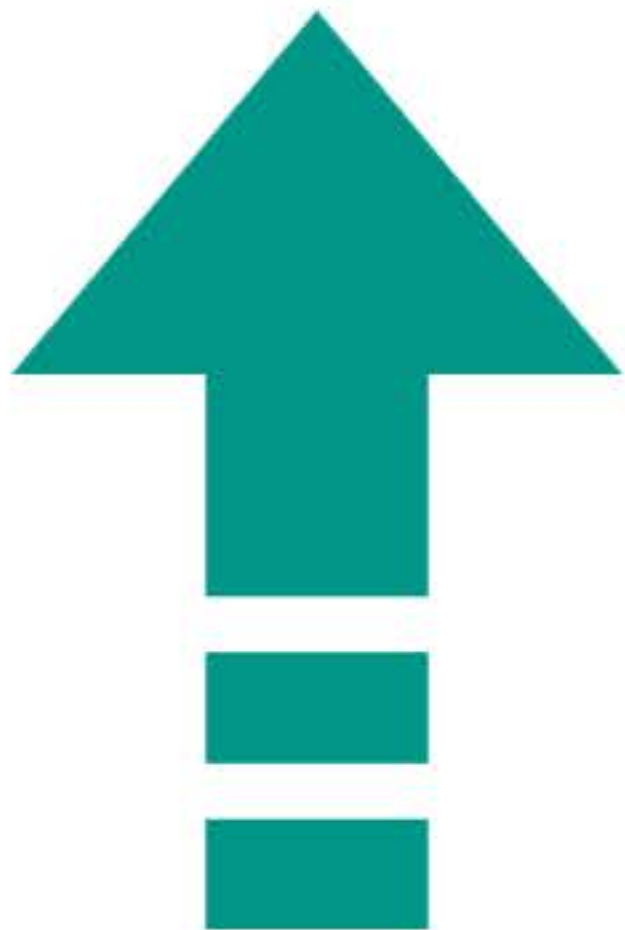
Access/Download Secured Attachments below.

[**Download Attachments**](#)

Expires August 28, 2018

Regards

Wendi Baird
South Coast Head Start Director
Oregon Coast Community Action
(541) 989-7080 ext. 202
(541) 090-3717
www.orcca.us



From: [CALDERON Miriam - ELD](#)
To: [CAPPS Lindsey D * GOV](#); [CALDERON Miriam - ELD](#)
Subject: Re: Signature: Required Image File
Date: Tuesday, August 28, 2018 11:07:32 AM
Attachments: [image001.png](#)

Yes sorry about that

Get [Outlook for iOS](#)

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Sent: Tuesday, August 28, 2018 11:06:23 AM
To: CALDERON Miriam - ELD
Subject: FW: Signature: Required Image File

Miriam, I believe this was sent in error. If there is action required on my part, let me know. Lindsey

From: Wendi Baird [wbaird.schs@orcca.us]
Sent: Tuesday, August 28, 2018 10:33 AM
Subject: Signature: Required Image File



Read your secure message shared with you from Wendi Baird

Wendi Baird Shared below Attachments: (5) Secured PDF Files needs your signature.

Sharefile makes files secure, protected and confidential for recipient.

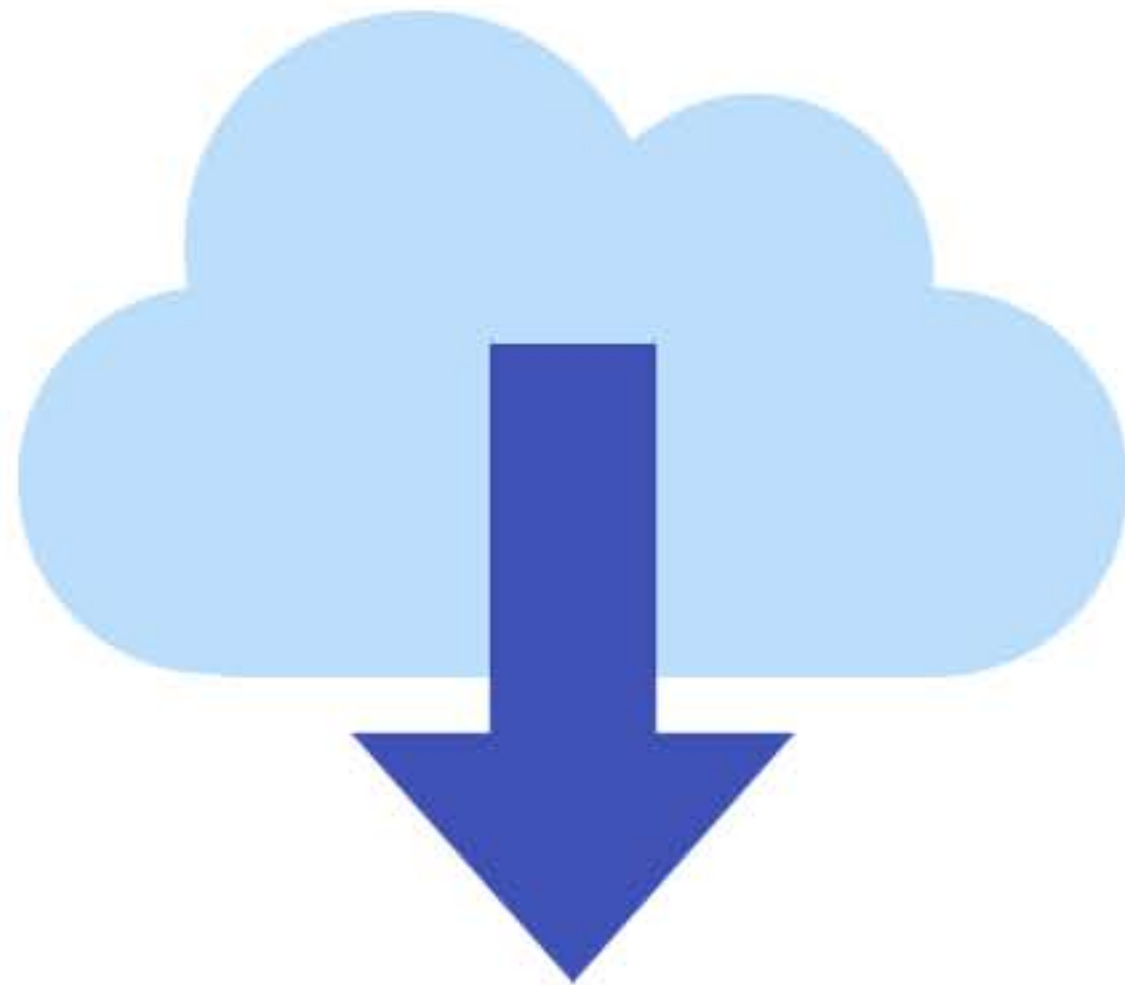
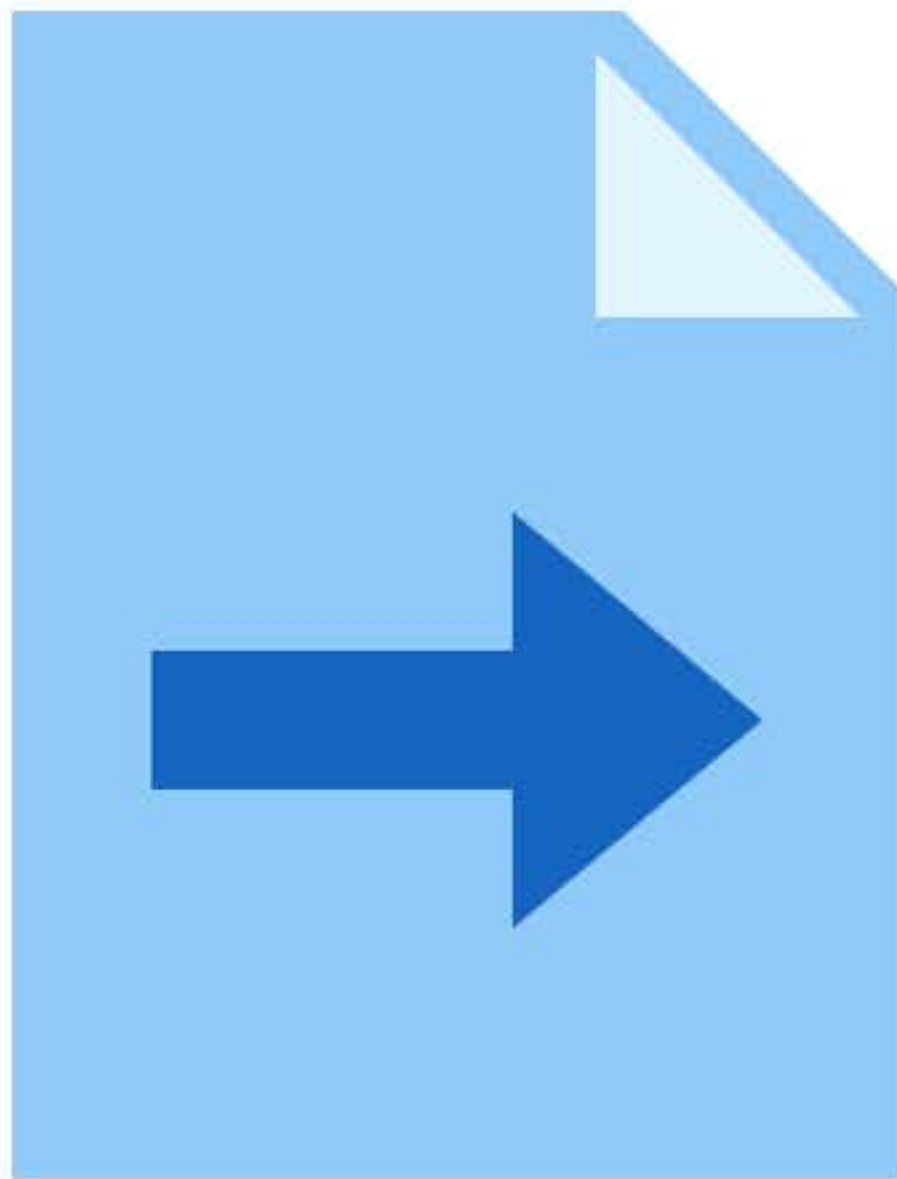
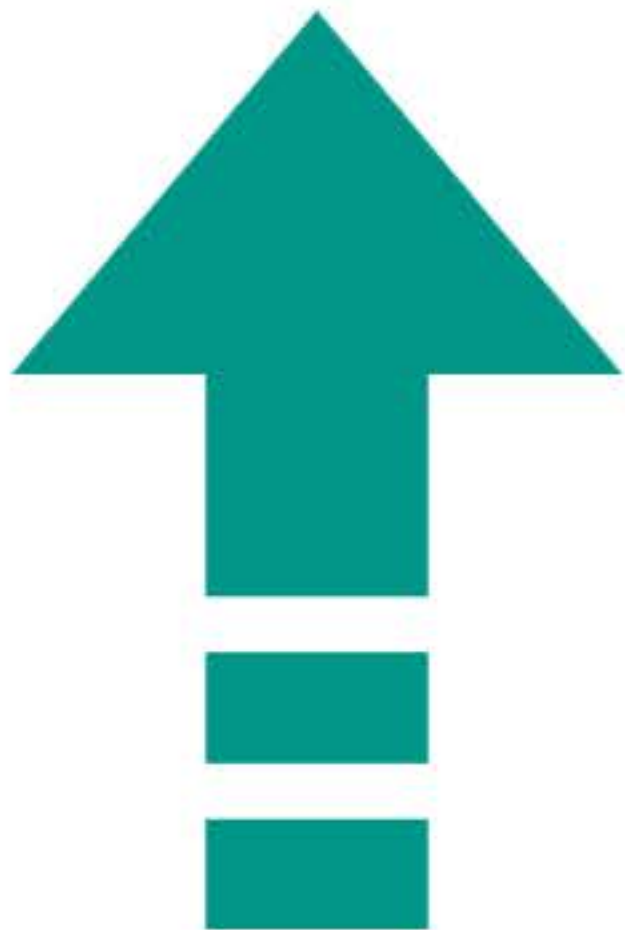
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From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: Fwd: KOIN inquiry - Liberty Justice Center Cease and Desist
Date: Tuesday, August 28, 2018 11:20:35 AM

Nikki, for you.

Sent from my iPhone

Begin forwarded message:

From: Adele Steiger <Adele.Steiger@koin.com>
Date: August 28, 2018 at 11:18:34 AM PDT
To: Bryan Hockaday <bryan.hockaday@oregon.gov>, Kate Kondayen <kate.kondayen@oregon.gov>
Cc: KOIN Assignment Editors <KOINAssignmentEditors@nexstar.tv>
Subject: KOIN inquiry - Liberty Justice Center Cease and Desist

Morning all,

I'll start with you. I'm not sure who in the Oregon Government would have gotten this notice. If you could please confirm that would be great. Or point me in the right direction would work as well.

We are looking for this for today. Thanks.

From: Allison Marple-Schlenker
Sent: Tuesday, August 28, 2018 10:50 AM
To: KOIN Assignment Editors
Subject: can we confirm --

THIS IS FROM ANOTHER NEWS SITE..

Attorneys from the Liberty Justice Center have sent cease and desist letters to government officials in Oregon, demanding that state and local government employers immediately stop deducting union member dues and "agency fees" from employee paychecks. The Liberty Justice Center is prepared to pursue litigation if government employers fail to comply with the ruling. The Liberty Justice Center is a public interest law firm that represented plaintiff Mark Janus in the landmark U.S. Supreme Court case, Janus v. AFSCME. On June 27, 2018, the High Court ruled that it is illegal to require government workers to pay dues or

fees to a government union as a condition of employment.

From: [BLOSSER Nik * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: Fwd: quick question
Date: Tuesday, August 28, 2018 11:30:06 AM
Attachments: [image001.png](#)

Sent from my iPhone

Begin forwarded message:

From: DENNIS Debbie * DAS <Debbie.DENNIS@oregon.gov>
Date: August 28, 2018 at 5:15:05 AM PDT
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, WOODS Terrence * DAS <Terrence.WOODS@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Cc: BECKWITH Ginny * DAS <Ginny.BECKWITH@oregon.gov>, DEFOREST Brian E * DAS <Brian.E.DEFOREST@oregon.gov>
Subject: RE: quick question

Hi Nik,
The data that we have available through ORPIN and from vendor reports show approximately \$750M in spend on IT per biennium.

Here are a few slices that you might find useful:

Agency specific IT contracts: \$524M
State Agency Spend under IT Statewide Price Agreement: \$230M
Total spend under IT Statewide Price Agreement (including local govt, schools, higher ed.): \$390M

State agency spend on Quality Assurance: \$24M

The following slices are price agreement spend from state agency and local/school/higher ed combined:

Copiers:	\$12M
Hardware:	\$142M
Software:	\$70M
Cell phones:	\$98M
IT Services:	\$17M

Please let me know if you need additional info.

Debbie

Debbie Dennis
State Chief Procurement Officer
Department of Administrative Services

503-378-2631

From: BLOSSER Nik * GOV
Sent: Thursday, August 23, 2018 12:43 PM
To: WOODS Terrence * DAS <Terrence.WOODS@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>; DENNIS Debbie * DAS <Debbie.DENNIS@oregon.gov>
Subject: Re: quick question

+ Debbie Dennis is who I meant to send this to (not Debbie Koreski)...

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: WOODS Terrence * DAS <Terrence.WOODS@oregon.gov>
Date: Thursday, August 23, 2018 at 12:35 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: RE: quick question

Nik, I am working on this

1. I can work with HR to get within 90% correctness I believe, I think we are currently around 1900 overall but will confirm
2. This would take each agency manually reporting which would take some time
3. Off the top my head 275... I will validate

Terrence Woods

Interim State Chief Information Officer
terrence.woods@oregon.gov | 503.373.7751

Executive Assistant: Catie Hughes
catie.hughes@oregon.gov | 503.378.5644

cid:image002.png@01D21A36.515D7080



From: BLOSSER Nik * GOV
Sent: Thursday, August 23, 2018 10:20 AM
To: WOODS Terrence * DAS <Terrence.WOODS@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: quick question

Terrence and Debbie – Do you have data you can easily give me on the following:

1. Number of IT professionals in state government
2. Any breakout of how these folks are divided in terms of role (developer, architect, QA, etc.)
3. Number of FTE at OSCIO
4. (Debbie): Approximate amount spent on IT contracts in a biennium, and any breakdown in terms of development, QA, security, etc.

If this takes more than 30-60 mins to get your hands on then I would want to rephrase the question to what data you have more easily accessible. I'm meeting with the Technology Assn. and a group of tech CEOs next Wednesday so am hoping to get something from you by Monday. That said, let me know what's doable.

Thanks -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565



OREGON | Office of the State

Chief Information Officer

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [MORAWSKI Lisa - CEDO](#); [RUDY Peter - ODE](#)
Subject: Re: On deadline: Instructional hours v. days
Date: Tuesday, August 28, 2018 11:42:22 AM

Thanks, Marc!

Hi Peter, we got questions in a similar vein from OPB yesterday but just passed along the standing guidelines.

Paris has also reached out to me for the same piece.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Tuesday, August 28, 2018 at 10:21 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, RUDY Peter - ODE <peter.rudy@state.or.us>
Subject: Fwd: On deadline: Instructional hours v. days

Kate, I'm in the retreat today but here are some questions Peter is answering. You may have perspective on this.

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From: RUDY Peter - ODE <peter.rudy@ode.state.or.us>
Sent: Tuesday, August 28, 2018 9:26 AM
To: WILTFONG Michael - ODE
Cc: SIEGEL Marc - ODE
Subject: FW: On deadline: Instructional hours v. days

Mike,

Can you provide an official-sounding response to why we collect session day info?

Peter J. Rudy
Public Affairs Specialist
Office of the Deputy Superintendent
O: 503.947.5920 | C: 503.385.3350
Peter.Rudy@state.or.us | www.oregon.gov/ode



Oregon achieves . . . together!

From: pachen@portlandtribune.com <pachen@portlandtribune.com>
Sent: Tuesday, August 28, 2018 9:24 AM
To: peter.rudy@state.or.us
Cc: marc.siegel@state.or.us

Subject: Re: On deadline: Instructional hours v. days

Hi Peter - Thank you for your prompt reply.

Marc - It's nice to virtually meet you. Among my many duties at the Pamplin/EO Capital Bureau, I write about state education issues. Perhaps the three of us could get coffee one day in Salem.

For now, I have a follow-up question concerning instructional hours and school days. Why does ODE track school days? What is the purpose?

Thank you.

- Paris Achen

Portland Tribune

Pamplin/EO Capital Bureau

mobile 541-840-3626

From: RUDY Peter - ODE <peter.rudy@state.or.us>

Sent: Tuesday, August 28, 2018 8:39 AM

To: Paris Achen

Cc: SIEGEL Marc - ODE

Subject: RE: On deadline: Instructional hours v. days

Paris,

First, a note that Victoria Nguyen is no longer serving as interim communications director for ODE. I have included our new communications director Marc Siegel on this email.

I attached the most recent data we have for session days per district. Note that districts in the 140 day range probably have four day weeks with longer instruction each day while those at 170 probably have five day weeks and those in the middle may have used a hybrid where every other Friday is a study day where students can attend for help or tutoring, but no formal education is offered, so it doesn't count as a session day.

We don't collect data on school hours. Each district has to affirm they met the annual instruction requirement, but there is no data collection for number of hours.

Peter J. Rudy

Public Affairs Specialist
Office of the Deputy Superintendent
O: 503.947.5920 | C: 503.385.3350
Peter.Rudy@state.or.us | www.oregon.gov/ode



Oregon achieves . . . together!

From: pachen@portlandtribune.com <pachen@portlandtribune.com>

Sent: Tuesday, August 28, 2018 8:05 AM

To: peter.rudy@state.or.us

Cc: Victoria.Nguyen@oregon.gov

Subject: On deadline: Instructional hours v. days

Hi Peter -

The state mandates a minimum of 900 instructional hours for grades 1-8 and 990 for high school. How does that translate into instructional days? Do you have a chart that shows both schools' instructional hours and days?

With 900 instructional hours, what would that average in terms of a number of days?

When people say that Oregon has one of the shortest school years in the nation, how is that gauged, by hours or days?

I am on deadline for today.

Thank you.

Sincerely,

Paris Achen

Portland Tribune

mobile 541-840-3626

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [FISHER Nikki * GOV](#)
Subject: FW: On deadline: Cease and desist letter
Date: Tuesday, August 28, 2018 11:45:44 AM

FYI re: Liz's response to Paris. She sent as draft but included her so I think it stands.

From: Craig DAS <Elizabeth.CRAIG@oregon.gov>
Date: Tuesday, August 28, 2018 at 11:43 AM
To: PIRTLE-GUINEY Elana * GOV <Elana.PIRTLE-GUINEY@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, COBA Katy * DAS <Katy.COBA@oregon.gov>, "kristina.edmunson@doj.state.or.us" <kristina.edmunson@doj.state.or.us>
Subject: Re: On deadline: Cease and desist letter

Sorry for the mistake of including the reporter on my draft. I just talked with Katy. We think the draft is accurate and nothing we haven't said on the record already. Let me know if you have any concerns.

Sent from my iPhone

On Aug 28, 2018, at 11:35 AM, CRAIG Elizabeth * DAS <Elizabeth.CRAIG@oregon.gov> wrote:

All,
I'm on the road today. Here is a draft response. Let me know what you think.
Liz

Pursuant to legal advice, DAS is complying with Janus by ensuring that state employers no longer collect fair share fees from employees who have not affirmatively consented to union membership.

As of July, no one is paying fair share fees – employees are either members who pay dues or they are non-members. Anything related to an employee's status with their union is handled between the individual and the union – not DAS; the unions then notify us when there are membership changes. Each contract also has its own provisions for opt-out windows, so data on how many people have opted out since Janus is not readily available.

Sent from my iPhone

On Aug 28, 2018, at 10:46 AM, "pachen@portlandtribune.com" <pachen@portlandtribune.com> wrote:

Hi Kate, Kristina and Liz -

The officials for whom you are spokespeople all apparently received a cease and desist letter concerning the deduction of union dues from state workers' paychecks. I have attached the one addressed to Katy Coba.

How has state government notified and obtained permission from workers who agree to the deductions? Have all employees had a new opportunity to decide whether they want the deductions? Please, tell me what process you have used to respond to the Supreme Court opinion and where you are in that process. What numbers do you have on employees who opted out after the ruling?

I am on deadline for today and am available by both email and mobile phone, 541-840-3626.

Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

<2018-08-24 Liberty Justice Center Coba.pdf>

From: [KONDAYEN Kate * GOV](#)
To: [CRAIG Elizabeth * DAS](#); [PIRTLE-GUINEY Elana * GOV](#); [COBA Katy * DAS](#); Kristina.Edmunson@doj.state.or.us
Cc: [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: On deadline: Cease and desist letter
Date: Tuesday, August 28, 2018 11:47:18 AM

Sounds good, thanks Liz. I am copying Nikki and Chris too.

KOIN also has reached out to our office.

From: Craig DAS <Elizabeth.CRAIG@oregon.gov>
Date: Tuesday, August 28, 2018 at 11:43 AM
To: PIRTLE-GUINEY Elana * GOV <Elana.PIRTLE-GUINEY@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, COBA Katy * DAS <Katy.COBA@oregon.gov>, "kristina.edmunson@doj.state.or.us" <kristina.edmunson@doj.state.or.us>
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Portland Tribune

mobile 541-840-3626

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From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [FISHER Nikki * GOV](#)
Subject: Re: On deadline: Cease and desist letter
Date: Tuesday, August 28, 2018 11:50:53 AM

This is fine. Have Liz send to koin too.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 28, 2018, at 11:45 AM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

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Portland Tribune

mobile 541-840-3626

<2018-08-24 Liberty Justice Center Cobra.pdf>

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To: [PAIR Chris * GOV](#)
Cc: [FISHER Nikki * GOV](#)
Subject: Re: On deadline: Cease and desist letter
Date: Tuesday, August 28, 2018 11:51:16 AM

Thanks!

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 28, 2018 at 11:50 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Re: On deadline: Cease and desist letter

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- Paris Achen

Portland Tribune

mobile 541-840-3626

<2018-08-24 Liberty Justice Center Cobra.pdf>

From: [MORAWSKI Lisa - CEDO](#)
To: [HARTIGAN Endi](#); [KONDAYEN Kate * GOV](#)
Cc: [CANNON Ben](#); [BREW Bob K.](#)
Subject: RE: content on Governor's priorities-- for our ARB intro
Date: Tuesday, August 28, 2018 11:54:22 AM

Hi Endi,

Not sure if you are still working on this – but since the governor released her education policy agenda yesterday, you may want to update your ARB to reflect that document. I am going to do the same with the CEDo ARB. We can talk further at our comms check-in this afternoon.

Thanks,
Lisa

From: HARTIGAN Endi <Endi.Hartigan@state.or.us>
Sent: Monday, August 20, 2018 1:42 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Cc: CANNON Ben <Ben.Cannon@state.or.us>; BREW Bob K. <Bob.K.Brew@state.or.us>
Subject: content on Governor's priorities-- for our ARB intro

Hi Lisa and Kate,

A section of our Agency Request Budget introduction has factors that influenced the budget. I pulled text from the Future Ready website and from the October letter from the Governor for the summaries below. Can you let me know if you have any edits? It is almost directly pulled from these existing documents, just abbreviated or paraphrased in some places, so I don't expect you will see any surprises. Thank you!

Governor's Education Priorities

In a letter to state officials in October, 2017, Governor Brown directed the Chief Education Office, Oregon Department of Education, Early Learning System and Higher Education Coordination Commission to apply guiding principles of equity and accountability to new and existing initiatives, and set a series of education priorities, described below.

Governor's Guiding Principles:

- Require a high standard of accountability in implementation, ensuring outcomes are measured and every dollar in public investment for our students is well spent.
- Ensure our students, children, and young people are provided the full benefit of programs as intended in the State Equity Lens for education.

Unified Education Budget

Governor Brown directed the agencies to establish a unified education budget for the 2019-21 biennium that:

- ensures more students meet key education benchmarks;
- recognizes critical opportunities to support key student transitions;
- improves school readiness and attendance;
- improves high school and college completion rates; and
- establishes meaningful pathways to careers and workforce

Establish a Statewide Early Learning Plan

The Governor also directed education state officials to work with other relevant state agencies to support a more integrated early learning system that serves all Oregon communities. Officials are directed to develop a new statewide plan for early learning in Oregon from prenatal to age five, and to work in tandem with partners to better support the transition of students from prekindergarten through third grade. These activities are expected to result in proposals to be considered for inclusion in the recommended budget for 2019-21.

Achieve Aggressive High School Graduation Goals

The Governor described expectations for Oregon Department of Education to actively foster collaborations between educators, schools and communities to ensure Oregon achieves the goals in our Every Student Succeeds Act state plan to continuously increase high school graduation rates across all populations. In addition, the Governor directed:

- Further planning and action to ensure ODE's focus on equity and cultural responsiveness
- Strategies to improve outcomes for traditionally underserved students under Oregon's statewide equity plans
- Key functions of the Education Innovation Officer to be integrated within the ODE structure
- Recommendations for the Youth Development Division related to drop-out prevention strategies and career-connected learning
- Resources to advance educator and school leader professional learning and culturally responsive practices

Expand Career Connected Learning Aligned to Workforce Needs

The Governor described opportunities to build on goals and strategies outlined by the HECC focused on expanded career-connected degree programs, and those strategies called out through the statewide STEAM Education Plan, and implemented through state investments in career pathway programs across K-12 and higher education, and under Measure 98. The Education Cabinet is expected to work with partners to realign regional workforce needs with career-connected learning in K-12 schools and certificate and degree programs at Oregon community colleges and universities.

Future Ready Oregon

In February 2018, Governor Brown launched Future Ready Oregon, which includes a number of initiatives intended to provide skill and job training to Oregonians to close the gap between

the skills of Oregon workers and the needs of Oregon businesses. The HECC Office of Workforce Investments (OWI) and the Oregon Workforce and Talent Development Board (WTDB) play key roles in supporting the realization of the Governor's vision in this area. The components of Future Ready are:

- Prepare our future workforce by making investments in education that uses hands-on learning.
- Prepare our current workforce by arming them with the skills they need to help Oregon's economy grow, through:
 - Next-Gen Apprenticeships
 - Turn wage earners into job creators (House Bill 4144)
 - Increase affordable housing supply in rural Oregon
 - Ensure investments by the state are felt equitably across Oregon
 - Ease entry to high growth industries



Endi Hartigan

Communications Director

Office of Executive Director, Policy, and Communications

HIGHER EDUCATION COORDINATING COMMISSION

www.oregon.gov/highered

Office 503-378-6769 | Cell 971-701-4032

[Join our mailing list for updates](#)

From: [KONDAYEN Kate * GOV](#)
To: [LINEBAUGH Kourtney * GOV](#)
Cc: [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: Event Details & Logistics: Request from VOA Oregon/event honoring Gert Boyle
Date: Tuesday, August 28, 2018 11:58:56 AM

Hi Kourtney,

I think the Governor's attendance is the tribute, but I'll defer to Chris or Nikki on this. We would have to rush process the letter at this point, which is something Nik has asked us to do only when absolutely necessary.

Best,
Kate

From: LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>
Date: Tuesday, August 28, 2018 at 11:27 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Event Details & Logistics: Request from VOA Oregon/event honoring Gert Boyle

Hi Kate,

Just hearing about opportunity to do a tribute letter for the Gert Boyle dinner. Is this something we need to do since she will be present? What are your thoughts on that?

Kourtney Linebaugh

Interim Deputy Press Secretary
Office of Governor Kate Brown
Office: 503-986-6535 | Cell: 503-428-0854

From: Melanie Marconi [mailto:MMarconi@voaor.org]
Sent: Tuesday, August 28, 2018 11:25 AM
To: LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>
Subject: Re: Event Details & Logistics: Request from VOA Oregon/event honoring Gert Boyle

Hi again, Kourtney! Do you know if you all will be submitting a letter for the tribute program, or not because she is going to be there in person? We are going to print tomorrow so just wanted to check in -

Thanks!
Melanie

On Aug 23, 2018, at 4:11 PM, LINEBAUGH Kourtney * GOV
<Kourtney.Linebaugh@oregon.gov> wrote:

Thanks Melanie,

Let's try for tomorrow morning. Would 10:30 am work for you?

Kourtney Linebaugh

Interim Deputy Press Secretary
Office of Governor Kate Brown
Office: 503-986-6535 | Cell: 503-428-0854

From: Melanie Marconi [<mailto:MMarconi@voaor.org>]

Sent: Thursday, August 23, 2018 3:18 PM

To: LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>

Cc: TORAN Kay <ktoran@voaor.org>

Subject: Re: Event Details & Logistics: Request from VOA Oregon/event honoring Gert Boyle

Hi Kourtney -

Nice to meet you!

Please find attached the event invitation, as well as a program timeline. I am totally happy to hop on a call to discuss further — I can speak in the next 45 mins or so (you can call 323-302-1084), and then again tomorrow morning.

We are looking forward to having the Governor onsite and thanks for your assistance~

Best, Melanie

On Aug 23, 2018, at 2:50 PM, LINEBAUGH Kourtney * GOV
<Kourtney.Linebaugh@oregon.gov> wrote:

Hi Melanie,

I wanted to connect with you on the details for the upcoming event. I am happy to jump on a call this week if you are available. To get started, if

you have any materials that are either public or internal (invites, schedule, general information) about the event that you can forward my way that would be great!

Looking forward to working with you,

Kourtney Linebaugh

Interim Deputy Press Secretary

Office of Governor Kate Brown

Office: 503-986-6535 | Cell: 503-428-0854

From: Melanie Marconi [<mailto:MMarconi@voaor.org>]

Sent: Monday, August 20, 2018 9:31 PM

To: BOYLES Stormy * GOV <Stormy.BOYLES@oregon.gov>

Cc: TORAN Kay <ktoran@voaor.org>

Subject: Re: Request from VOA Oregon/event honoring Gert Boyle

Hi Stormy -

Thank you so much for the update and we are excited to hear that she will be joining us at the event! I will stay tuned for more info from the team. and please let me know if you need anything else from us as well.

Best, Melanie

On Aug 20, 2018, at 1:38 PM, BOYLES Stormy * GOV
<Stormy.BOYLES@oregon.gov> wrote:

Hi Melanie,

Thank you for your email. We had a scheduling team meeting late last week to go over the Governor's calendar and the new requests, etc. She will be able to attend the DePreist Aware for Excellence event coming up on Sept. 6th at the Portland Art Museum. I have added it to her calendar starting around 6:15 pm for the cocktail reception and then the dinner. Someone from our Communications team will be in touch with you soon to go over more logistical details but wanted to let you know she is able to attend. We will also be able to do a letter for the program I am sure, I will connect with someone on our team to get

that going as well.

Sincerely,

Stormy Boyles
Scheduler and Executive Assistant
Office of Governor Kate Brown

900 Court Street NE, Salem, OR 97301 | phone: 503-378-6307
| stormy.boyles@oregon.or.us

From: Melanie Marconi [<mailto:MMarconi@voaor.org>]
Sent: Monday, August 13, 2018 1:46 PM
To: stormy.boyles@state.or.us
Subject: Request from VOA Oregon/event honoring Gert Boyle

Good afternoon, Stormy —

I wanted to follow-up to be sure that you and Governor Brown received the letter that we at Volunteers of America Oregon sent to request a tribute letter for the tribute program for our upcoming *DePreist Award for Excellence* event, as well as to see if the Governor was interested in attending the event on Sept 6 at the Portland Art Museum.

The original request letter + the event invitation is attached.

Please let me know if you have any questions, or if I should be in touch with someone else — and thank you for your assistance!

Best,
Melanie

Melanie Marconi
Event Director
Volunteers of America Oregon
www.voaor.org

NOTE: This message may contain confidential information - if you are not the intended recipient, please notify the sender of this email and delete the message. All outbound messages are scanned for viruses before delivery.

Melanie Marconi
Volunteers of America Oregon
www.voaor.org

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Melanie Marconi
Volunteers of America Oregon
www.voaor.org

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Volunteers of America Oregon
www.voaor.org

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From: [MORAWSKI Lisa - CEDO](#)
To: [GILL Colt - ODE](#); [SIEGEL Marc - ODE](#)
Cc: [CAPPS Lindsey D * GOV](#); [CALDERON Miriam - ELD](#)
Subject: RE: Comms support for ELD
Date: Tuesday, August 28, 2018 11:59:01 AM

Hi Colt,

Yes, Marc and I will plan to meet tomorrow to strategize on this. Thank you for being willing to lend support.

Lisa

From: GILL Colt - ODE
Sent: Tuesday, August 28, 2018 5:05 AM
To: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Cc: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: Comms support for ELD

Lisa

Marc and I visited yesterday evening about providing some additional support for ELD Communications until a new director is hired, hopefully by November. Marc and I discussed using his team as a point of contact with media and working with current ELD communications staff to fulfill media requests. My understanding from Lindsey is that you and Kate will continue to provide strategic guidance and review of outgoing media communications.

Marc is ready to provide additional support. We have some concerns with the current workload of the ODE Comms Team with the roll-out of ESSA, the Chronic Absenteeism Statewide Campaign, back-to-school comms, SBAC release, new report cards and TSI/CSI identification, and current public records requests. If the team becomes challenged to provide adequate support to all these efforts we may want to consider additional temporary support.

For now, I think it would be good for you and Marc to meet and walk through what is needed and see how his team can provide support for ELD. Marc will be in an ODE Management Team planning retreat today, perhaps you two can connect on Wednesday?

Thanks,
Colt



Colt Gill

(he, him, his)

Director, Oregon Department of Education
255 Capitol Street NE | Salem, Oregon 97310

Phone (503) 947-5740 | Colt.Gill@ode.state.or.us
[@ORDeptED_Colt](mailto:Colt.Gill@ode.state.or.us) | www.oregon.gov/ode

From: [MORAWSKI Lisa - CEDO](#)
To: [KONDAYEN Kate * GOV](#)
Subject: FW: Comms support for ELD
Date: Tuesday, August 28, 2018 11:59:31 AM

Do you want to meet with Marc and I tomorrow about this?

From: GILL Colt - ODE
Sent: Tuesday, August 28, 2018 5:05 AM
To: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
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255 Capitol Street NE | Salem, Oregon 97310
Phone (503) 947-5740 | Colt.Gill@ode.state.or.us
@ORDeptED_Colt | www.oregon.gov/ode

From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#)
Subject: Re: Comms support for ELD
Date: Tuesday, August 28, 2018 12:00:03 PM

Yes. I am in Portland but very flexible except 11:30-12:30.

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Tuesday, August 28, 2018 at 11:59 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Comms support for ELD

[Do you want to meet with Marc and I tomorrow about this?](#)

From: GILL Colt - ODE
Sent: Tuesday, August 28, 2018 5:05 AM
To: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Cc: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: Comms support for ELD

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Director, Oregon Department of Education

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Phone (503) 947-5740 | Colt.Gill@ode.state.or.us

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From: [MORAWSKI Lisa - CEDO](#)
To: [KONDAYEN Kate * GOV](#)
Subject: RE: Comms support for ELD
Date: Tuesday, August 28, 2018 12:02:49 PM

OK great, I will set up a call.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Tuesday, August 28, 2018 12:00 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: Re: Comms support for ELD

Yes. I am in Portland but very flexible except 11:30-12:30.

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Tuesday, August 28, 2018 at 11:59 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Comms support for ELD

Do you want to meet with Marc and I tomorrow about this?

From: GILL Colt - ODE
Sent: Tuesday, August 28, 2018 5:05 AM
To: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Cc: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: Comms support for ELD

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From: [CAPPS Lindsey D * GOV](#)
To: [LESLIE Berri * GOV](#); [KORESKE Debbie * GOV](#)
Cc: [MOLLER Mary * GOV](#); [BHATT Pooja * GOV](#); [CALDERON Miriam - ELD](#)
Subject: E-Board Request Update
Date: Tuesday, August 28, 2018 12:03:36 PM

Berri and Debbie,

I spoke to Doug Wilson and have followed-up with Pooja and Miriam. A few initial takeaways to update you both on:

Policy and Program Rationale

- 1) Address the financial sustainability of the overall request in the coming biennia (and future biennia).
- 2) With regard to Baby Promise proposal:
 - a) Identify specific authority provided to implement program pilot in the current biennium
 - b) How does this specific proposal fit within, align with or otherwise improve existing ELD program or services

Providing Additional Information to LFO Analysts

Doug was pretty adamant about meeting after the final letter is complete, not before. ELD is working to schedule a meeting with LFO Thursday or Friday to include myself, Lisa Pearson and Rick Crager and Doug's LFO Human Services counterpart Laurie Byerly.

September E-Board Process

Doug is assigned to provide the staff recommendation to the E-Board but will not be present for the E-Board meeting. He was not sure a W&M subcommittee will be assigned to hear the request prior to the E-Board or that the W&M education subcommittee will meet.

Let me know if you have questions.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: [BROWN Katherine * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: RE: Housing comments
Date: Tuesday, August 28, 2018 12:08:55 PM

Think those comments were from Bob Stoll, not Bob Ball but I could be wrong.

From: BLOSSER Nik * GOV
Sent: Monday, August 27, 2018 7:42 PM
To: BROWN Katherine * GOV <katherine.brown@oregon.gov>
Subject: Housing comments

Governor – I am working on the housing paper. I thought you may want to see the comments at the very end (look at pages 16-18) from Bob Ball, which I think are insightful. Will try to get you an updated housing paper by tomorrow.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [BLOSSER Nik * GOV](#)
To: [BROWN Katherine * GOV](#)
Subject: Re: Housing comments
Date: Tuesday, August 28, 2018 12:13:11 PM

Definitely bob ball.

Sent from my iPhone

On Aug 28, 2018, at 12:08 PM, BROWN Katherine * GOV <katherine.brown@oregon.gov> wrote:

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Sent: Monday, August 27, 2018 7:42 PM
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<!--[if !supportLists]--> <!--[endif]-->Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [KORESKEI Debbie * GOV](#); [LABAR James * GOV](#)
Subject: Housing agenda
Date: Tuesday, August 28, 2018 12:18:09 PM
Attachments: [Housing Agenda v3.docx](#)

Chris – It would be great to get this in layout so we can continue the work with stakeholders. I created an exec. Summary. The appendix at the end is good, and in my mind should stay as an appendix because it is too much to put in the body of the agenda paper but I don't think it can really be simplified.

Let me know if you'd like to discuss.

James, great work on the re-write. My main concern is that the housing supply action item is really still solely focused from a new policy perspective on rural Oregon with the housing accelerator. We should discuss a bit further.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

**Housing Policy Agenda: From Homelessness to Homeownership:
Focusing on Housing Stability for Families, Children, Veterans and the
Chronically Homeless and Increased Housing Supply and Rural
Communities for Urban and Rural Communities**

Vision and goal

Vision

Every Oregonian, in communities large and small, has access to housing choices that ~~will allow~~s them and their family to thrive.

Executive Summary

There is no single solution, not one entity, or one person that can solve the crises throughout the housing spectrum, from homelessness to stable rental housing or homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, get people quickly off the street, and help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's housing agenda has four strategies that will focus on where the impacts of the housing shortage have been the most acute. The four strategies will run through Oregon's entire housing spectrum including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply – both affordable and market-rate homes. The Governor's goal is to strike a balance between providing relief to renters in times of outsized rent increases and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations that helps to provide certainty to the homebuilding and rental environments.

Governor Brown's plan entails approximately \$370 million of state investments focusing on housing stability for families with children, chronically homeless, and rural communities:

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1. Prioritize Children's Homelessness
2. House Oregon's Veterans
3. Invest in Permanent Supportive Housing
4. Accelerate Growth of Housing Supply

Goal

The Governor's goal is to continue growing ~~Accelerate~~ state leadership in housing all Oregonians, ~~including with a focus on children, including state supports for significantly reducing unsheltered homelessness,~~ increasing state investment in affordable housing by more than doubling the existing pipeline - up to 20,000 homes by 2021, maintaining a constant housing supply of all types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created a supply and demand imbalance that is reflected in home prices and rental rates. Oregon is not immune to this crisis and underbuilt 155,156 housing units during that fifteen year period.¹

The shortage has had negative impacts throughout Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because ~~different strategies are needed to address the various challenges~~ ~~tools are tailored for each.~~ Major ~~spectrum parts~~ categories of housing challenges include ~~individuals and families experiencing homelessness,~~ affordable housing, and market-rate housing. The situations, terms, definitions, existing tools, and new proposals are summarized in ~~Attachment 1,~~ Appendix 1: Housing Spectrum Table.²

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¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework" which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt throughout the spectrum with these groups being acutely affected:

1. ~~1.~~ Families experiencing homelessness;
2. ~~2.~~ Oregon's homeless veterans;
3. ~~3.~~ Chronically homeless individuals; and
4. ~~4.~~ Rural communities throughout Oregon.

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Across all these groups, communities of color are bearing the brunt of the housing crisis. African Americans and Native Americans, in particular, are much more likely to experience homelessness, and are more likely to pay more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts.³

~~Oregon communities have worked diligently to address homelessness and to boost the supply of housing in recent years. The most impactful efforts have been collaborative partnerships between housing and service providers, private industry, local leaders, non-profits, state agencies, and local government. A few of those efforts include making great strides with ending veterans' homelessness in Multnomah and Lane counties as well as aligning homeless services in the cities of Portland and Eugene. While progress is being made, much more work is needed.~~

~~Oregon continues to have one of the highest rates of unsheltered homeless individuals in the country, with 57 percent of the state's homeless population living in places not meant for habitation such as on the street or in a car. According to the 2017 Point-in-Time count, 13,953 people were experiencing homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.~~⁴

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest income residents. ~~As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI).~~ This shortage of affordable units has led to a high percentage of renters paying more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian Americans.⁷

Families Experiencing Homelessness

According to the 2017 Point in Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those persons (52 percent), 1,826, are living without shelter at all, ~~which is the second highest rate of unsheltered people in families in the country.~~⁸ In addition to the Point in Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-~~2017~~ school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point in Time Count ~~as well as to determine eligibility for resources.~~
~~Note:~~ Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data,

The National Center for Homeless Education has recognized best practices for helping families and are based upon collaborative partnerships like the Governor Brown's Children's Cabinet. A collaboration between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community.

Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. ~~This made Oregon the fifth highest state in terms of number of veterans experiencing homelessness.~~ As a result of that information, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to OHCS to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans Affairs (ODVA), collectively researched best practices; ~~spoke with local, state, and federal leaders;~~ developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran ~~b~~y-name lists, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and identified additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The ~~b~~y-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon is in need of 12,388 units of housing

https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27% could utilize payments.

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>

to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance abuse disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap-around supportive services for people experiencing homelessness and with disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

Rural Communities in Oregon

Our housing challenges aren't just faced by urban Oregonians. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Another theme heard throughout OHCS's outreach efforts for the Statewide Housing Plan were the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to "pencil out."

Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and increasing the supply of affordable homes. In the Portland Metro region, the Joint Office on Homelessness ~~-(Joint Office)-~~ a joint project between Multnomah County and the City of Portland, launched a "A Home for Everyone." Because of the increased alignment a new 75-bed shelter was operational in one month at

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

~~In November 2018,~~ the Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency and mental health resources, to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources towards the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene, to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wraparound supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

~~Top Five Milestones Towards the Future~~Recent Accomplishments¹⁷

1. Record Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. The doubling of affordable homes in development since Governor Brown has been in office is due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this e-record number in perspective, Oregon funded 4,000 affordable homes ~~last year in 2017,~~ and ~~the year before about~~ roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools by leveraging federal funding and private investment. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table - the 4% Low Income Housing Tax Credit which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

2. Historic State investments in emergency housing and shelter to help the homeless: Usually left to county and city governments, for the first time the state ~~Oregon~~ has made ~~recent~~

¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

~~significant historic~~ investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

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~~3. Rural Launched housing pilot projects supporting Oregon families, communities, and employers:~~ In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, ~~was designed to fund~~ form partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

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- Donald PARTNER NAME
- Pacific City PARTNER NAME
- Waarm Springs PARTNER NAME
- Harney County PARTNER NAME
- Lincoln County PARTNER NAME

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~~4. Making homeownership possible in Oregon~~ Supporting first-time home-buyers: In 2017, the State had a ~~banner strong~~ year of the Oregon Bond Residential Loan Program, which finances below market interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities – OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units—affordable to low-income home buyers.

In addition to this home finance activity, the state is ~~working hard to expand~~ ing its efforts to provide down payment assistance and housing counseling, which are critical tools in ~~hot~~ markets where prices are out of reach. A key component of this service is ~~Activities include:~~

—Oregon's ~~individual development~~ Account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered

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program “completers,” and represent 79% of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

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5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious 5-year Statewide Housing Plan, and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

Plan: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution, not one entity, or one person that can solve the crises throughout the housing spectrum from homelessness to stable rental housing or homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, get people quickly off the street, and help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown’s plan has four strategies that will focus on where the impacts of the housing shortage have been the most acute. The four strategies will run through Oregon’s entire housing spectrum including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply – both affordable and market-rate homes. The Governor’s plan will balance between providing relief to renters in times of high rent increases due to short supply and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high-outsize rent increases. The Governor supports the affordable and market-rate development partners through meaningful incentives and reasonable regulations that helps to provide certainty to the home-building and rental environments.

The Governor’s strategies include:

1. End-Prioritize Children’s Homelessness: Ensuring no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, “An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever

2. House Oregon's Veterans: Ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs.
3. Invest in Permanent Supportive Housing: Moving people from street corners and doorways and into homes by investing in proven strategies like Permanent Supportive Housing.
4. Accelerate Growth in Housing Supply: Dramatically increasing the number of affordable homes throughout Oregon by supporting the growth of housing supplies.

1. End-Prioritize Children's Homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, ~~and by making~~ resource investments to help address high-outsize rent increases, and ~~to build and preserve~~ more affordable homes for children and families

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200 - 2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰
- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources and to deliver the most impactful results for homeless individuals and families.

possible, or if it can't be prevented, it is a rare, brief, and one-time experience."

<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>

²⁰ OHCS estimate based on current LIFT investment experience.

- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and ~~OHCS~~ the Department of Human Services's Family Self Sufficiency agency, is encouraging interagency partnerships and coordination to support a **\$20 million** ~~dollar~~ investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²
- F. Expand the ~~individual development~~ Account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

2. House Oregon's Veterans

Finish the job of ending veteran homelessness in Oregon

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and ~~ODVA~~ the Oregon Department of Veteran's Affairs partnered to research best practices, ~~spoke with local, state, and federal leaders,~~ developed an interactive map of current veteran resources, ~~and~~ and crafted a roadmap to functionally end veteran homelessness.²³

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the on-going needs of Oregon veterans started with providing pilot communities with the resources to establish a By-Name List of homeless veterans, allowing for real time data collection and detailed outcome tracking. The By-Name Lists will continue to help build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, best practice sharing, crosssector connections, and resource coordination and leveraging.

The deployment of immediate resources led to increased veterans services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently increased Document Recording Fee resources.

3. Invest in Permanent Supportive Housing

Increase funding to help the chronically homeless get off the streets and increase access to addictions and mental health treatment and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs, including persons with disabilities and persons coming out of chronic homelessness, achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent;
- Supportive: Tenants have access to the support services that they need and want to retain housing; and
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities.

While PSH is a nationally recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but on-going funding for services, rental assistance and

month.

operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use **\$20 million** of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop “CCO 2.0” which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate Growth of Housing Supply

Creating partnerships and policy to increase Oregon’s housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state.

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor’s Workforce Housing pilot project launched in 2017.

Under the Governor’s Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor’s Regional Solutions Cabinet identified tools to support workforce housing public private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in General Fund resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to at least three dozen collaborative partnerships between employers and communities throughout in rural Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Rural Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The State will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

~~Governor Brown's plan entails approximately \$370 million of investments focusing on housing stability for families with children, chronically homeless, and rural communities.~~

~~1. Strategy: End Children's Homelessness (\$315 Million)~~

~~Tactics and metrics:~~

- ~~A. Build 2,200 - 2,600 units by 2024 by investing \$160 million in bond proceeds for LIFT with incentives for family sized units and tailored services for homeless families~~
- ~~B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for EHA/SHAP~~
- ~~C. Address Oregon's high rate of children experiencing unsheltered homelessness through encouraging interagency partnerships and coordination to support a \$20 million dollar investment of flexible funding to achieve clear and measurable goals to provide homes for more families with children~~
- ~~D. Preserve 400 units of existing, publicly supported affordable housing by using \$25 million of bonding capacity~~
- ~~E. Acquire at least 800 units in multifamily housing properties by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund~~

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

- ~~F. Double the IDA tax credit cap to \$15 million to double program graduates to 2,280 allowing more families to save toward homeownership~~
- ~~G. Build on successful strategies to better support low income renters and domestic violence survivors to access and retain private market housing by providing up to \$20 million in investments~~

~~2. Strategy: House Oregon's Veterans~~

~~Tactics and metrics:~~

- ~~• House the estimated 1,300 veterans experiencing homelessness in Oregon~~
- ~~• Lasting infrastructure:~~
 - ~~○ Build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring~~
 - ~~○ Build upon successful veteran convenings held in December 2017 and June 2018, and provide technical assistance to local partners~~
- ~~• Resource deployment:~~
 - ~~○ Continue increased veterans services~~

~~3. Strategy: Invest in Permanent Supportive Housing (\$20 Million)~~

~~Tactics and metrics:~~

- ~~• Building at least 200 PSH units by 2024 through investment of \$20 million in bond proceeds~~
- ~~• OHCS re-tooling its core programs to incentivize development of additional PSN units with appropriate services~~
- ~~• OHCS working with OHA to develop "CCO 2.0" which will include links to housing~~
- ~~• OHCS, OHA and project sponsors to track the impacts of these PSN units on public systems~~

~~4. Strategy: Accelerate Growth of Housing Supply (\$35 Million)~~

~~Tactics and metrics:~~

- ~~• Provide incentives to at least three dozen collaborative, private-public partnerships by dedicating \$15 Million in General Fund resources to accelerate local housing efforts~~
- ~~• Make \$20 million available to developers to facilitate development throughout Greater Oregon by modifying the Housing Development Guarantee Account~~

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, <i>proposed</i>)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30% Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

		separated by a break of at least 7 nights)	
Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has "filtered" down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) <i>Acquisition of "Naturally Occurring Affordable Housing"</i> <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters' access to legal resources proposal</i>
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 Electrician, 96% MFI, \$70,000 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at	<ul style="list-style-type: none"> <i>Greater Oregon Housing Accelerator</i>

<ul style="list-style-type: none"> • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest marketrate housing options for this group, including a mix of rental and homeowner units. 		whatever price the local market is at	
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DRAFT

From: [BLOSSER Nik * GOV](#)
To: [BROWN Katherine * GOV](#)
Subject: FW: Housing agenda
Date: Tuesday, August 28, 2018 12:19:14 PM
Attachments: [Housing Agenda v3.docx](#)

Governor – here's the rewrite of housing from James with my tracked changes. -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Monday, August 27, 2018 at 10:22 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Subject: Housing agenda

Chris – It would be great to get this in layout so we can continue the work with stakeholders. I created an exec. Summary. The appendix at the end is good, and in my mind should stay as an appendix because it is too much to put in the body of the agenda paper but I don't think it can really be simplified.

Let me know if you'd like to discuss.

James, great work on the re-write. My main concern is that the housing supply action item is really still solely focused from a new policy perspective on rural Oregon with the housing accelerator. We should discuss a bit further.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

**Housing Policy Agenda: From Homelessness to Homeownership:
Focusing on Housing Stability for Families, Children, Veterans and the
Chronically Homeless and Increased Housing Supply and Rural
Communities for Urban and Rural Communities**

Vision and goal

Vision

Every Oregonian, in communities large and small, has access to housing choices that ~~will allow~~s them and their family to thrive.

Executive Summary

There is no single solution, not one entity, or one person that can solve the crises throughout the housing spectrum, from homelessness to stable rental housing or homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, get people quickly off the street, and help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's housing agenda has four strategies that will focus on where the impacts of the housing shortage have been the most acute. The four strategies will run through Oregon's entire housing spectrum including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply – both affordable and market-rate homes. The Governor's goal is to strike a balance between providing relief to renters in times of outsized rent increases and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations that helps to provide certainty to the homebuilding and rental environments.

Governor Brown's plan entails approximately \$370 million of state investments focusing on housing stability for families with children, chronically homeless, and rural communities:

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1. Prioritize Children's Homelessness
2. House Oregon's Veterans
3. Invest in Permanent Supportive Housing
4. Accelerate Growth of Housing Supply

Goal

The Governor's goal is to continue growing~~Accelerate~~ state leadership in housing all Oregonians, including ~~with a focus on children, including state supports for significantly reducing unsheltered homelessness,~~ increasing state investment in affordable housing by more than doubling the existing pipeline - up to 20,000 homes by 2021, maintaining a constant housing supply of all types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created a supply and demand imbalance that is reflected in home prices and rental rates. Oregon is not immune to this crisis and underbuilt 155,156 housing units during that fifteen year period.¹

The shortage has had negative impacts throughout Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges~~tools are tailored for each.~~ Major ~~spectrum parts~~categories of housing challenges include ~~individuals and families~~ experiencing homelessness, ~~affordable housing~~, and market-rate housing. The situations, terms, definitions, existing tools, and new proposals are summarized in Attachment 1, Appendix 1: Housing Spectrum Table.²

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¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework" which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt throughout the spectrum with these groups being acutely affected:

1. ~~1-~~ Families experiencing homelessness;
2. ~~2-~~ Oregon's homeless veterans;
3. ~~3-~~ Chronically homeless individuals; and
4. Housing in ~~4-r~~ Rural communities ~~throughout Oregon.~~

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Across all these groups, communities of color are bearing the brunt of the housing crisis. African Americans and Native Americans, in particular, are much more likely to experience homelessness, ~~and are more likely to~~ pay more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts.³

~~Oregon communities have worked diligently to address homelessness and to boost the supply of housing in recent years. The most impactful efforts have been collaborative partnerships between housing and service providers, private industry, local leaders, non-profits, state agencies, and local government. A few of those efforts include making great strides with ending veterans' homelessness in Multnomah and Lane counties as well as aligning homeless services in the cities of Portland and Eugene. While progress is being made, much more work is needed.~~

~~Oregon continues to have one of the highest rates of unsheltered homeless individuals in the country, with 57 percent of the state's homeless population living in places not meant for habitation such as on the street or in a car. According to the 2017 Point-in-Time count, 13,953 people were experiencing homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.~~⁴

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest income residents. ~~As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI).~~ This shortage of affordable units has led to a high percentage of renters paying more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian Americans.⁷

Families Experiencing Homelessness

According to the 2017 Point in Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those persons (52 percent), 1,826, are living without shelter at all, ~~which is the second highest rate of unsheltered people in families in the country.~~⁸ In addition to the Point in Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-~~2017~~ school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point in Time Count ~~as well as to determine eligibility for resources.~~
~~Note:~~ Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data,

The National Center for Homeless Education has recognized best practices for helping families and are based upon collaborative partnerships like the Governor Brown's Children's Cabinet. A collaboration between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community.

Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. ~~This made Oregon the fifth highest state in terms of number of veterans experiencing homelessness.~~ As a result of that information, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to OHCS to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans Affairs (ODVA), collectively researched best practices; ~~spoke with local, state, and federal leaders;~~ developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran ~~b~~y-name lists, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and identified additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The ~~b~~y-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon is in need of 12,388 units of housing

https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27% could utilize payments.

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>

to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance abuse disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap-around supportive services for people experiencing homelessness and with disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

Rural Communities in Oregon

Our housing challenges aren't just faced by urban Oregonians. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Another theme heard throughout OHCS's outreach efforts for the Statewide Housing Plan were the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to "pencil out."

Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and increasing the supply of affordable homes. In the Portland Metro region, the Joint Office on Homelessness ~~-(Joint Office)-~~ a joint project between Multnomah County and the City of Portland, launched a "A Home for Everyone." Because of the increased alignment a new 75-bed shelter was operational in one month at

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

~~In November 2018,~~ the Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency and mental health resources, to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources towards the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene, to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wraparound supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

~~Top Five Milestones Towards the Future~~Recent Accomplishments¹⁷

1. Record Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. The doubling of affordable homes in development since Governor Brown has been in office is due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this e-record number in perspective, Oregon funded 4,000 affordable homes ~~last year in 2017,~~ and ~~the year before about~~ roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools by leveraging federal funding and private investment. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table - the 4% Low Income Housing Tax Credit which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

2. Historic State investments in emergency housing and shelter to help the homeless: Usually left to county and city governments, for the first time the state ~~Oregon~~ has made ~~recent~~

¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

~~significant historic~~ investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

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~~3. Rural Launched housing pilot projects supporting Oregon families, communities, and employers:~~ In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, ~~was designed to fund~~ form partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

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- Donald PARTNER NAME
- Pacific City PARTNER NAME
- Waarm Springs PARTNER NAME
- Harney County PARTNER NAME
- Lincoln County PARTNER NAME

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~~4. Making homeownership possible in Oregon~~ Supporting first-time home-buyers: In 2017, the State had a ~~banner strong~~ year of the Oregon Bond Residential Loan Program, which finances below market interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities – OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units—affordable to low-income home buyers.

In addition to this home finance activity, the state is ~~working hard to expand~~ ing its efforts to provide down payment assistance and housing counseling, which are critical tools in ~~hot~~ markets where prices are out of reach. A key component of this service is ~~Activities include:~~

—Oregon's ~~individual development~~ Account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered

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program “completers,” and represent 79% of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

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5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious 5-year Statewide Housing Plan, and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

Plan: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution, not one entity, or one person that can solve the crises throughout the housing spectrum from homelessness to stable rental housing or homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, get people quickly off the street, and help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown’s plan has four strategies that will focus on where the impacts of the housing shortage have been the most acute. The four strategies will run through Oregon’s entire housing spectrum including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply – both affordable and market-rate homes. The Governor’s plan will balance between providing relief to renters in times of high rent increases due to short supply and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high-outsize rent increases. The Governor supports the affordable and market-rate development partners through meaningful incentives and reasonable regulations that helps to provide certainty to the home-building and rental environments.

The Governor’s strategies include:

1. End-Prioritize Children’s Homelessness: Ensuring no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, “An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever

2. House Oregon's Veterans: Ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs.
3. Invest in Permanent Supportive Housing: Moving people from street corners and doorways and into homes by investing in proven strategies like Permanent Supportive Housing.
4. Accelerate Growth in Housing Supply: Dramatically increasing the number of affordable homes throughout Oregon by supporting the growth of housing supplies.

1. End-Prioritize Children's Homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, ~~and by making~~ resource investments to help address high-outsize rent increases, and ~~to build and preserve~~ more affordable homes for children and families

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200 - 2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰
- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources and to deliver the most impactful results for homeless individuals and families.

possible, or if it can't be prevented, it is a rare, brief, and one-time experience."

<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>

²⁰ OHCS estimate based on current LIFT investment experience.

- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and ~~OHCS~~ the Department of Human Services's Family Self Sufficiency agency, is encouraging interagency partnerships and coordination to support a **\$20 million** ~~dollar~~ investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²
- F. Expand the ~~individual development~~ Individual Development ~~a~~ Account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

2. House Oregon's Veterans

Finish the job of ending veteran homelessness in Oregon

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and ~~ODVA~~ the Oregon Department of Veteran's Affairs partnered to research best practices, ~~spoke with local, state, and federal leaders,~~ developed an interactive map of current veteran resources, ~~and~~ and crafted a roadmap to functionally end veteran homelessness.²³

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the on-going needs of Oregon veterans started with providing pilot communities with the resources to establish a By-Name List of homeless veterans, allowing for real time data collection and detailed outcome tracking. The By-Name Lists will continue to help build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, best practice sharing, crosssector connections, and resource coordination and leveraging.

The deployment of immediate resources led to increased veterans services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently increased Document Recording Fee resources.

3. Invest in Permanent Supportive Housing

Increase funding to help the chronically homeless get off the streets and increase access to addictions and mental health treatment and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs, including persons with disabilities and persons coming out of chronic homelessness, achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent;
- Supportive: Tenants have access to the support services that they need and want to retain housing; and
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities.

While PSH is a nationally recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but on-going funding for services, rental assistance and

month.

operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use **\$20 million** of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop “CCO 2.0” which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate Growth of Housing Supply

Creating partnerships and policy to increase Oregon’s housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state.

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor’s Workforce Housing pilot project launched in 2017.

Under the Governor’s Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor’s Regional Solutions Cabinet identified tools to support workforce housing public private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in General Fund resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to at least three dozen collaborative partnerships between employers and communities throughout in rural Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Rural Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The State will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

~~Governor Brown's plan entails approximately \$370 million of investments focusing on housing stability for families with children, chronically homeless, and rural communities.~~

~~1. Strategy: End Children's Homelessness (\$315 Million)~~

~~Tactics and metrics:~~

- ~~A. Build 2,200 - 2,600 units by 2024 by investing \$160 million in bond proceeds for LIFT with incentives for family sized units and tailored services for homeless families~~
- ~~B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for EHA/SHAP~~
- ~~C. Address Oregon's high rate of children experiencing unsheltered homelessness through encouraging interagency partnerships and coordination to support a \$20 million dollar investment of flexible funding to achieve clear and measurable goals to provide homes for more families with children~~
- ~~D. Preserve 400 units of existing, publicly supported affordable housing by using \$25 million of bonding capacity~~
- ~~E. Acquire at least 800 units in multifamily housing properties by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund~~

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

- ~~F. Double the IDA tax credit cap to \$15 million to double program graduates to 2,280 allowing more families to save toward homeownership~~
- ~~G. Build on successful strategies to better support low income renters and domestic violence survivors to access and retain private market housing by providing up to \$20 million in investments~~

~~2. Strategy: House Oregon's Veterans~~

~~Tactics and metrics:~~

- ~~• House the estimated 1,300 veterans experiencing homelessness in Oregon~~
- ~~• Lasting infrastructure:~~
 - ~~○ Build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring~~
 - ~~○ Build upon successful veteran convenings held in December 2017 and June 2018, and provide technical assistance to local partners~~
- ~~• Resource deployment:~~
 - ~~○ Continue increased veterans services~~

~~3. Strategy: Invest in Permanent Supportive Housing (\$20 Million)~~

~~Tactics and metrics:~~

- ~~• Building at least 200 PSH units by 2024 through investment of \$20 million in bond proceeds~~
- ~~• OHCS re-tooling its core programs to incentivize development of additional PSN units with appropriate services~~
- ~~• OHCS working with OHA to develop "CCO 2.0" which will include links to housing~~
- ~~• OHCS, OHA and project sponsors to track the impacts of these PSN units on public systems~~

~~4. Strategy: Accelerate Growth of Housing Supply (\$35 Million)~~

~~Tactics and metrics:~~

- ~~• Provide incentives to at least three dozen collaborative, private-public partnerships by dedicating \$15 Million in General Fund resources to accelerate local housing efforts~~
- ~~• Make \$20 million available to developers to facilitate development throughout Greater Oregon by modifying the Housing Development Guarantee Account~~

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, <i>proposed</i>)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30% Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

		separated by a break of at least 7 nights)	
Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has "filtered" down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) Acquisition of "Naturally Occurring Affordable Housing" Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters' access to legal resources proposal
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 Electrician, 96% MFI, \$70,000 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at	<ul style="list-style-type: none"> Greater Oregon Housing Accelerator

<ul style="list-style-type: none"> • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest marketrate housing options for this group, including a mix of rental and homeowner units. 		whatever price the local market is at	
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DRAFT

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Fwd: Housing agenda
Date: Tuesday, August 28, 2018 12:28:07 PM
Attachments: [Housing Agenda v3.docx](#)
[ATT00001.htm](#)

It got hung in his mail last night. Too late for housing? If so, I can crank on it this afternoon.

Chris Pair
M: 503-559-5938
O: 503-378-8197

Begin forwarded message:

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: August 28, 2018 at 12:18:09 PM PDT
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Subject: Housing agenda

Chris – It would be great to get this in layout so we can continue the work with stakeholders. I created an exec. Summary. The appendix at the end is good, and in my mind should stay as an appendix because it is too much to put in the body of the agenda paper but I don't think it can really be simplified.

Let me know if you'd like to discuss.

James, great work on the re-write. My main concern is that the housing supply action item is really still solely focused from a new policy perspective on rural Oregon with the housing accelerator. We should discuss a bit further.

<!--[if !supportLists]-->■ <!--[endif]-->Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

**Housing Policy Agenda: From Homelessness to Homeownership:
Focusing on Housing Stability for Families, Children, Veterans and the
Chronically Homeless and Increased Housing Supply and Rural
Communities for Urban and Rural Communities**

Vision and goal

Vision

Every Oregonian, in communities large and small, has access to housing choices that ~~will allow~~s them and their family to thrive.

Executive Summary

There is no single solution, not one entity, or one person that can solve the crises throughout the housing spectrum, from homelessness to stable rental housing or homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, get people quickly off the street, and help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's housing agenda has four strategies that will focus on where the impacts of the housing shortage have been the most acute. The four strategies will run through Oregon's entire housing spectrum including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply – both affordable and market-rate homes. The Governor's goal is to strike a balance between providing relief to renters in times of outsized rent increases and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations that helps to provide certainty to the homebuilding and rental environments.

Governor Brown's plan entails approximately \$370 million of state investments focusing on housing stability for families with children, chronically homeless, and rural communities:

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1. Prioritize Children's Homelessness
2. House Oregon's Veterans
3. Invest in Permanent Supportive Housing
4. Accelerate Growth of Housing Supply

Goal

The Governor's goal is to continue growing~~Accelerate~~ state leadership in housing all Oregonians including with a focus on children, including state supports for significantly reducing unsheltered homelessness, increasing state investment in affordable housing by more than doubling the existing pipeline - up to 20,000 homes by 2021, maintaining a constant housing supply of all types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created a supply and demand imbalance that is reflected in home prices and rental rates. Oregon is not immune to this crisis and underbuilt 155,156 housing units during that fifteen year period.¹

The shortage has had negative impacts throughout Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges~~tools are tailored for each.~~ Major ~~spectrum parts~~categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing tools, and new proposals are summarized in Attachment 1, Appendix 1: Housing Spectrum Table.²

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¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework" which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt throughout the spectrum with these groups being acutely affected:

1. Families experiencing homelessness;
2. Oregon's homeless veterans;
3. Chronically homeless individuals; and
4. Housing in Rural communities throughout Oregon.

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Across all these groups, communities of color are bearing the brunt of the housing crisis. African Americans and Native Americans, in particular, are much more likely to experience homelessness, and are more likely to pay more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts.³

~~Oregon communities have worked diligently to address homelessness and to boost the supply of housing in recent years. The most impactful efforts have been collaborative partnerships between housing and service providers, private industry, local leaders, non-profits, state agencies, and local government. A few of those efforts include making great strides with ending veterans' homelessness in Multnomah and Lane counties as well as aligning homeless services in the cities of Portland and Eugene. While progress is being made, much more work is needed.~~

~~Oregon continues to have one of the highest rates of unsheltered homeless individuals in the country, with 57 percent of the state's homeless population living in places not meant for habitation such as on the street or in a car. According to the 2017 Point-in-Time count, 13,953 people were experiencing homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.~~⁴

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest income residents. ~~As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI).~~ This shortage of affordable units has led to a high percentage of renters paying more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian Americans.⁷

Families Experiencing Homelessness

According to the 2017 Point in Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those persons (52 percent), 1,826, are living without shelter at all, ~~which is the second highest rate of unsheltered people in families in the country.~~⁸ In addition to the Point in Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-~~2017~~ school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point in Time Count ~~as well as to determine eligibility for resources.~~
~~Note:~~ Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data,

The National Center for Homeless Education has recognized best practices for helping families and are based upon collaborative partnerships like the Governor Brown's Children's Cabinet. A collaboration between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community.

Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. ~~This made Oregon the fifth highest state in terms of number of veterans experiencing homelessness.~~ As a result of that information, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to OHCS to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans Affairs (ODVA), collectively researched best practices; ~~spoke with local, state, and federal leaders;~~ developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran ~~b~~y-name lists, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and identified additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The ~~b~~y-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon is in need of 12,388 units of housing

https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27% could utilize payments.

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>

to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance abuse disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap-around supportive services for people experiencing homelessness and with disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

Rural Communities in Oregon

Our housing challenges aren't just faced by urban Oregonians. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Another theme heard throughout OHCS's outreach efforts for the Statewide Housing Plan were the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to "pencil out."

Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and increasing the supply of affordable homes. In the Portland Metro region, the Joint Office on Homelessness ~~-(Joint Office)-~~ a joint project between Multnomah County and the City of Portland, launched a "A Home for Everyone." Because of the increased alignment a new 75-bed shelter was operational in one month at

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

~~In November 2018,~~ the Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency and mental health resources, to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources towards the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene, to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wraparound supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

~~Top Five Milestones Towards the Future~~Recent Accomplishments¹⁷

1. Record Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. The doubling of affordable homes in development since Governor Brown has been in office is due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this e-record number in perspective, Oregon funded 4,000 affordable homes ~~last year in 2017,~~ and ~~the year before about~~ roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools by leveraging federal funding and private investment. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table - the 4% Low Income Housing Tax Credit which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

2. Historic State investments in emergency housing and shelter to help the homeless: Usually left to county and city governments, for the first time the state ~~Oregon~~ has made ~~recent~~

¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

~~significant historic~~ investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

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~~3. Rural Launched housing pilot projects supporting Oregon families, communities, and employers:~~ In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, ~~was designed to fund~~ form partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

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Formatted

- Donald PARTNER NAME
- Pacific City PARTNER NAME
- Waarm Springs PARTNER NAME
- Harney County PARTNER NAME
- Lincoln County PARTNER NAME

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~~4. Making homeownership possible in Oregon~~ Supporting first-time home-buyers: In 2017, the State had a ~~banner strong~~ year of the Oregon Bond Residential Loan Program, which finances below market interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities – OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units—affordable to low-income home buyers.

In addition to this home finance activity, the state is ~~working hard to expand~~ ing its efforts to provide down payment assistance and housing counseling, which are critical tools in ~~hot~~ markets where prices are out of reach. A key component of this service is ~~Activities include:~~

—Oregon's ~~individual development~~ Account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered

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program “completers,” and represent 79% of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

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5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious 5-year Statewide Housing Plan, and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

Plan: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution, not one entity, or one person that can solve the crises throughout the housing spectrum from homelessness to stable rental housing or homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, get people quickly off the street, and help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown’s plan has four strategies that will focus on where the impacts of the housing shortage have been the most acute. The four strategies will run through Oregon’s entire housing spectrum including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply – both affordable and market-rate homes. The Governor’s plan will balance between providing relief to renters in times of high rent increases due to short supply and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high-outsize rent increases. The Governor supports the affordable and market-rate development partners through meaningful incentives and reasonable regulations that helps to provide certainty to the home-building and rental environments.

The Governor’s strategies include:

1. End-Prioritize Children’s Homelessness: Ensuring no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, “An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever

2. House Oregon's Veterans: Ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs.
3. Invest in Permanent Supportive Housing: Moving people from street corners and doorways and into homes by investing in proven strategies like Permanent Supportive Housing.
4. Accelerate Growth in Housing Supply: Dramatically increasing the number of affordable homes throughout Oregon by supporting the growth of housing supplies.

1. End-Prioritize Children's Homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, ~~and by making~~ resource investments to help address high-outsize rent increases, and ~~to build and preserve~~ more affordable homes for children and families

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200 - 2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰
- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources and to deliver the most impactful results for homeless individuals and families.

possible, or if it can't be prevented, it is a rare, brief, and one-time experience."

<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>

²⁰ OHCS estimate based on current LIFT investment experience.

- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and ~~OHCS the~~ Department of Human Services's Family Self Sufficiency agency, is encouraging interagency partnerships and coordination to support a **\$20 million** ~~dollar~~ investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²
- F. Expand the ~~individual development~~ Individual Development ~~a~~ Account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

2. House Oregon's Veterans

Finish the job of ending veteran homelessness in Oregon

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and ~~ODVA the Oregon Department of~~ Veteran's Affairs partnered to research best practices, ~~spoke with local, state, and federal leaders,~~ developed an interactive map of current veteran resources, ~~and~~ and crafted a roadmap to functionally end veteran homelessness.²³

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the on-going needs of Oregon veterans started with providing pilot communities with the resources to establish a By-Name List of homeless veterans, allowing for real time data collection and detailed outcome tracking. The By-Name Lists will continue to help build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, best practice sharing, crosssector connections, and resource coordination and leveraging.

The deployment of immediate resources led to increased veterans services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently increased Document Recording Fee resources.

3. Invest in Permanent Supportive Housing

Increase funding to help the chronically homeless get off the streets and increase access to addictions and mental health treatment and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs, including persons with disabilities and persons coming out of chronic homelessness, achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent;
- Supportive: Tenants have access to the support services that they need and want to retain housing; and
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities.

While PSH is a nationally recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but on-going funding for services, rental assistance and

month.

operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use **\$20 million** of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop “CCO 2.0” which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate Growth of Housing Supply

Creating partnerships and policy to increase Oregon’s housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state.

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor’s Workforce Housing pilot project launched in 2017.

Under the Governor’s Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor’s Regional Solutions Cabinet identified tools to support workforce housing public private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in General Fund resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to at least three dozen collaborative partnerships between employers and communities throughout in rural Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Rural Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The State will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

~~Governor Brown's plan entails approximately \$370 million of investments focusing on housing stability for families with children, chronically homeless, and rural communities.~~

~~1. Strategy: End Children's Homelessness (\$315 Million)~~

~~Tactics and metrics:~~

- ~~A. Build 2,200 - 2,600 units by 2024 by investing \$160 million in bond proceeds for LIFT with incentives for family sized units and tailored services for homeless families~~
- ~~B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for EHA/SHAP~~
- ~~C. Address Oregon's high rate of children experiencing unsheltered homelessness through encouraging interagency partnerships and coordination to support a \$20 million dollar investment of flexible funding to achieve clear and measurable goals to provide homes for more families with children~~
- ~~D. Preserve 400 units of existing, publicly supported affordable housing by using \$25 million of bonding capacity~~
- ~~E. Acquire at least 800 units in multifamily housing properties by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund~~

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

- ~~F. Double the IDA tax credit cap to \$15 million to double program graduates to 2,280 allowing more families to save toward homeownership~~
- ~~G. Build on successful strategies to better support low income renters and domestic violence survivors to access and retain private market housing by providing up to \$20 million in investments~~

~~2. Strategy: House Oregon's Veterans~~

~~Tactics and metrics:~~

- ~~• House the estimated 1,300 veterans experiencing homelessness in Oregon~~
- ~~• Lasting infrastructure:~~
 - ~~○ Build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring~~
 - ~~○ Build upon successful veteran convenings held in December 2017 and June 2018, and provide technical assistance to local partners~~
- ~~• Resource deployment:~~
 - ~~○ Continue increased veterans services~~

~~3. Strategy: Invest in Permanent Supportive Housing (\$20 Million)~~

~~Tactics and metrics:~~

- ~~• Building at least 200 PSH units by 2024 through investment of \$20 million in bond proceeds~~
- ~~• OHCS re-tooling its core programs to incentivize development of additional PSH units with appropriate services~~
- ~~• OHCS working with OHA to develop "CCO 2.0" which will include links to housing~~
- ~~• OHCS, OHA and project sponsors to track the impacts of these PSH units on public systems~~

~~4. Strategy: Accelerate Growth of Housing Supply (\$35 Million)~~

~~Tactics and metrics:~~

- ~~• Provide incentives to at least three dozen collaborative, private-public partnerships by dedicating \$15 Million in General Fund resources to accelerate local housing efforts~~
- ~~• Make \$20 million available to developers to facilitate development throughout Greater Oregon by modifying the Housing Development Guarantee Account~~

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, <i>proposed</i>)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30% Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

		separated by a break of at least 7 nights)	
Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has "filtered" down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) <i>Acquisition of "Naturally Occurring Affordable Housing"</i> <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters' access to legal resources proposal</i>
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 Electrician, 96% MFI, \$70,000 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at	<ul style="list-style-type: none"> <i>Greater Oregon Housing Accelerator</i>

<ul style="list-style-type: none"> • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest marketrate housing options for this group, including a mix of rental and homeowner units. 		whatever price the local market is at	
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DRAFT

From: [KONDAYEN Kate * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: FW: On deadline: school days v. instructional hours
Date: Tuesday, August 28, 2018 1:18:42 PM

Draft:

Pooja and I discussed. I don't want to get into the weeds on an apples-and-oranges comparison with Paris, but I do want to respond. Thoughts?

Hi Paris,

You're correct that Oregon currently doesn't track days. Whether it's expressed in instructional hours or school days, students will benefit from more classroom time with their teachers, and Governor Brown's agenda proposal is to bring that classroom time average in line with national standards, which is around 180 days.

Best,
Kate

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>
Date: Tuesday, August 28, 2018 at 10:09 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Fw: On deadline: school days v. instructional hours

Additionally, if she were to increase the minimum instructional hours, what number would she choose? If the minimum instructional hours remain the same, what difference would a longer school year make?

From: Paris Achen
Sent: Tuesday, August 28, 2018 9:21 AM
To: KONDAYEN Kate * GOV
Cc: Joe Beach
Subject: Re: On deadline: school days v. instructional hours

Hi Kate -

Both Gov. Brown and Rep. Buehler have proposed requiring a 180-day school year.

Currently, there is no mandate on the number of days school must be in session. The average

for 2017-18 was 162.3 days in 2017-18, according to my calculation of data tracked by the Oregon Department of Education.

But there is a requirement that elementary and middle school students have a minimum of 900 instructional hours and high school students have about 990 hours.

In the governor's policy plan, would she leave the instructional hour requirement the same while increasing the mandatory school days? Why or why not?

I am on deadline for today.

Thank you for your time.

Sincerely,

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Sent: Monday, August 27, 2018 11:14 AM

To: Paris Achen

Cc: jbeach@capitalpress.com; cwithycombe@eomediagroup.com

Subject: Re: On deadline: Goals for Oregon's Schools

Hi Paris!

The Governor strongly believes that in order to effect change for Oregon's students, a multi-pronged approach is vital. The components of the Governor's policy agenda announced today will be reflected in her statewide budget that will be delivered in late November and in the coming years. The policy agenda is aligned with the overarching goals of the Student Success Committee.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>
Date: Monday, August 27, 2018 at 10:10 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>,
"christian@katebrownfororegon.com" <christian@katebrownfororegon.com>
Subject: Fw: On deadline: Goals for Oregon's Schools

Also...how does this agenda compare with the goals of the joint legislative committee on student success?

Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: Paris Achen
Sent: Monday, August 27, 2018 10:08 AM
To: KONDAYEN Kate * GOV; christian@katebrownfororegon.com
Cc: Joe Beach; Claire Withycombe
Subject: On deadline: Goals for Oregon's Schools

Hi Kate and Christian -

What does the release of this education policy agenda mean? Is this just what she would like to do?

How much or little of this plan will be included in her 2019-21 budget proposal? How much does this plan cost?

What other actions does she plan to take to execute this agenda?

How will this policy agenda be used in others way? For instance, will it be included her platform for reelection?

I am on deadline for before 6 p.m. today, (Monday).

Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: Governor Kate Brown Press Office <governors.press=das.state.or.us@mail72.us4.mcsv.net>
on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>
Sent: Monday, August 27, 2018 9:14 AM
To: Paris Achen
Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

**Governor Kate Brown Sets Goals for
Oregon's Schools**

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career](#).

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full, 180-day school year; and increased investments in career technical education and post-secondary pathways."

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###

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[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

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From: [PAIR Chris * GOV](#)
To: [BHATT Pooja * GOV](#)
Cc: [KONDAYEN Kate * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: Re: On deadline: school days v. instructional hours
Date: Tuesday, August 28, 2018 1:24:11 PM

This is fine.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 28, 2018, at 1:21 PM, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov> wrote:

Looks fine to me but LC can you confirm?

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Sent: Tuesday, August 28, 2018 1:18 PM
To: CAPPS Lindsey D * GOV; BHATT Pooja * GOV
Cc: PAIR Chris * GOV
Subject: FW: On deadline: school days v. instructional hours

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Date: Tuesday, August 28, 2018 at 10:09 AM
To: KONDAYEN Kate * GOV <kate.KONDAYEN@oregon.gov>
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Sent: Tuesday, August 28, 2018 9:21 AM

To: KONDAYEN Kate * GOV

Cc: Joe Beach

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Portland Tribune

mobile 541-840-3626

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Sent: Monday, August 27, 2018 11:14 AM
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Cc: jbeach@capitalpress.com; cwithycombe@eomediagroup.com
Subject: Re: On deadline: Goals for Oregon's Schools

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O: 503.378.6496 | **M:** 503.689.0248

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<governors.press=das.state.or.us@mail72.us4.mcsv.net> on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>
Sent: Monday, August 27, 2018 9:14 AM
To: Paris Achen
Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:

[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

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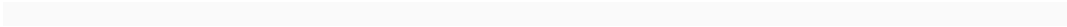
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Subject: Re: Housing agenda
Date: Tuesday, August 28, 2018 1:24:43 PM

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Chris Pair
M: 503-559-5938
O: 503-378-8197

Begin forwarded message:

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: August 28, 2018 at 12:18:09 PM PDT
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Subject: Housing agenda

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Let me know if you'd like to discuss.

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- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown

503-373-1565

Assistant: Jen Andrew

jennifer.j.andrew@oregon.gov

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Cc: [KONDAYEN Kate * GOV](#)
Subject: RE: On deadline: school days v. instructional hours
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<governors.press=das.state.or.us@mail72.us4.mcsv.net> on behalf of Governor Kate Brown
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Sent: Monday, August 27, 2018 9:14 AM

To: Paris Achen

Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:

[Kate Kondayen](#), 503-689-0248

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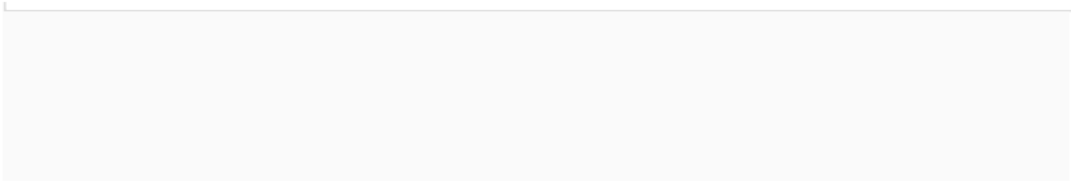
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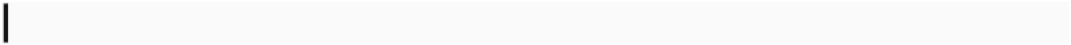
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To: [CAPPS Lindsey D * GOV](#); [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: On deadline: school days v. instructional hours
Date: Tuesday, August 28, 2018 1:26:22 PM

It's out!

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Tuesday, August 28, 2018 at 1:25 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
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To: Paris Achen

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Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:

[Kate Kondayen](#), 503-689-0248

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From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Housing agenda
Date: Tuesday, August 28, 2018 1:29:34 PM

If she can put this copy in layout today, we can take it from there. Provided she supplies the Id file.

Chris Pair
M: 503-559-5938
O: 503-378-8197

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Chief of Staff
Oregon Governor Kate Brown
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Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Housing agenda
Date: Tuesday, August 28, 2018 1:30:18 PM

Okay, so just put this version, no copyedits, in layout, and we copyedit in layout. I'm emailing now.

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M: 503-559-5938
O: 503-378-8197

On Aug 28, 2018, at 1:24 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

What are the times we're proposing to get them a redlined, copyedited version, and when do we need it back? I just want to be clear with Ariel.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 28, 2018 at 12:28 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Fwd: Housing agenda

It got hung in his mail last night. Too late for housing? If so, I can crank on it this afternoon.

Chris Pair
M: 503-559-5938
O: 503-378-8197

Begin forwarded message:

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: August 28, 2018 at 12:18:09 PM PDT
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, LABAR

James * GOV <James.Labar@oregon.gov>

Subject: Housing agenda

Chris – It would be great to get this in layout so we can continue the work with stakeholders. I created an exec. Summary. The appendix at the end is good, and in my mind should stay as an appendix because it is too much to put in the body of the agenda paper but I don't think it can really be simplified.

Let me know if you'd like to discuss.

James, great work on the re-write. My main concern is that the housing supply action item is really still solely focused from a new policy perspective on rural Oregon with the housing accelerator. We should discuss a bit further.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [CAPPS Lindsey D * GOV](#)
To: [Donna Schnitker](#); [CAPPS Lindsey D * GOV](#)
Cc: [LESLIE Berri * GOV](#)
Subject: RE: Meeting with Gov. Brown
Date: Tuesday, August 28, 2018 1:37:33 PM

Hi Donna,

I hope you're doing well. Thank you for the request. I'm copying Pooja Bhatt, the Governor's new Education Policy Advisor, and lead on early learning policy.

With all scheduling requests, these need to be formally submitted using the application below.
<https://www.oregon.gov/gov/Pages/invite-governor.aspx>

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: Donna Schnitker [schnitkd@harneyesd.k12.or.us]
Sent: Tuesday, August 28, 2018 11:27 AM
To: CAPPS Lindsey D * GOV
Subject: Meeting with Gov. Brown

Hi Lindsey,

The Head Start Association would like to meet with Governor Brown. We would like to thank her for her support and to offer to help to push her early learning agenda through the Legislature. I am not sure who to contact to set up an appointment.

There are also a couple of options: We could come to her office or we could have her come to a center in Salem and meet the children, parents and staff. Media could come and photo the visit.

Let me know what you think and how I could set it up. Thanks Donna

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [RUDY Peter - ODE](#)
Cc: [MORAWSKI Lisa - CEDO](#)
Subject: FW: On deadline: school days v. instructional hours
Date: Tuesday, August 28, 2018 1:41:43 PM

FYI

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Tuesday, August 28, 2018 at 1:26 PM
To: "pachen@portlandtribune.com" <pachen@portlandtribune.com>
Subject: Re: On deadline: school days v. instructional hours

Hi Paris,

You're correct that Oregon currently doesn't track days. Whether it's expressed in instructional hours or school days, students will benefit from more classroom time with their teachers, and Governor Brown's agenda proposal is to bring that classroom time average in line with national standards, which is around 180 days.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>
Date: Tuesday, August 28, 2018 at 10:09 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Fw: On deadline: school days v. instructional hours

Additionally, if she were to increase the minimum instructional hours, what number would she choose? If the minimum instructional hours remain the same, what difference would a longer school year make?

From: Paris Achen
Sent: Tuesday, August 28, 2018 9:21 AM
To: KONDAYEN Kate * GOV
Cc: Joe Beach
Subject: Re: On deadline: school days v. instructional hours

Hi Kate -

Both Gov. Brown and Rep. Buehler have proposed requiring a 180-day school year.

Currently, there is no mandate on the number of days school must be in session. The average for 2017-18 was 162.3 days in 2017-18, according to my calculation of data tracked by the Oregon Department of Education.

But there is a requirement that elementary and middle school students have a minimum of 900 instructional hours and high school students have about 990 hours.

In the governor's policy plan, would she leave the instructional hour requirement the same while increasing the mandatory school days? Why or why not?

I am on deadline for today.

Thank you for your time.

Sincerely,

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Sent: Monday, August 27, 2018 11:14 AM

To: Paris Achen

Cc: jbeach@capitalpress.com; cwithycombe@eomediagroup.com

Subject: Re: On deadline: Goals for Oregon's Schools

Hi Paris!

The Governor strongly believes that in order to effect change for Oregon's students, a multi-pronged approach is vital. The components of the Governor's policy agenda announced today will be reflected in her statewide budget that will be delivered in late November and in the coming years. The policy agenda is aligned with the overarching goals of the Student Success Committee.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>
Date: Monday, August 27, 2018 at 10:10 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>,
"christian@katebrownfororegon.com" <christian@katebrownfororegon.com>
Subject: Fw: On deadline: Goals for Oregon's Schools

Also...how does this agenda compare with the goals of the joint legislative committee on student success?

Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: Paris Achen
Sent: Monday, August 27, 2018 10:08 AM
To: KONDAYEN Kate * GOV; christian@katebrownfororegon.com
Cc: Joe Beach; Claire Withycombe
Subject: On deadline: Goals for Oregon's Schools

Hi Kate and Christian -

What does the release of this education policy agenda mean? Is this just what she would like to do?

How much or little of this plan will be included in her 2019-21 budget proposal? How much does this plan cost?

What other actions does she plan to take to execute this agenda?

How will this policy agenda be used in others way? For instance, will it be included her platform for reelection?

I am on deadline for before 6 p.m. today, (Monday).

Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: Governor Kate Brown Press Office <governors.press=das.state.or.us@mail72.us4.mcsv.net>
on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>

Sent: Monday, August 27, 2018 9:14 AM

To: Paris Achen

Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

Is this email not displaying correctly?
[View it in your browser.](#)



NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career](#).

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full, 180-day school year; and increased investments in career technical education and post-secondary pathways."

[Governor Brown's agenda](#) for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. A multi-pronged approach is essential to address the needs relating to the "whole child," as no single solution will change the future of Oregon's students. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

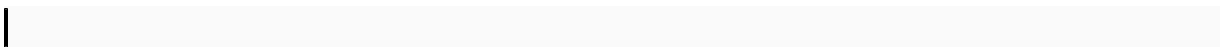
###

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[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

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From: [KONDAYEN Kate * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: For it ticket
Date: Tuesday, August 28, 2018 1:53:03 PM
Attachments: [IMG_0460.PNG](#)
[ATT00001.txt](#)

9 AM	<div>8:15 am Speech Prep w/Comms</div> <div>Governor's Office</div>
	<div>Nikki + Kate mailchimp review Comms area</div>
10 AM	
11 AM	<div>• Communications Team Meeting</div> <div> or Comms Area</div>
	<div>• Set up Projector</div>
	<div>• 11:15 am Filmings w/Comms Ceremonial Office *...</div>
Noon	<div>Natalie + Kate messaging check in</div> <div>TBD, with food</div>
1 PM	<div>• Policy Team Meeting</div>
1:29 PM	<div>Governor's Conference Room * GOV or Dial:</div> <div> Nik to Host Call</div>
2 PM	
	<div>Ed Comms group</div>
3 PM	<div>• 3:00 p.m. CALL to Follow-Up Re: Child Welfar...</div>
	<div>• Chris & Kate Check-in Chris' Office</div>
4 PM	
5 PM	<div>• YMCA Moda Tower Child Development Center...</div>

Sent from my iPhone

From: [LESLIE Berri * GOV](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: RE: Research Position
Date: Tuesday, August 28, 2018 1:54:37 PM

We no longer need to t/b on this – I was wrong about the applicant's experience.

From: CAPPS Lindsey D * GOV
Sent: Tuesday, August 28, 2018 5:31 AM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: RE: Research Position

Hi Berri,

With our regular check-in with Nik getting moved yesterday afternoon, we did not get the chance to discuss. I will follow-up with you on this today.

Lindsey

From: LESLIE Berri * GOV
Sent: Thursday, August 16, 2018 8:25 AM
To: CAPPS Lindsey D * GOV
Cc: MORAWSKI Lisa - CEDO
Subject: Research Position

Lindsey – no need to respond to this while you are on vacation. I know you have an open spot for a research position and I want to talk to you about this candidate as a potential fit for that position. Can we talk about this when I get back on 8/27?

He is leaving his current post but that has not been officially announced.

Thanks!

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

From: [CAPPS Lindsey D * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: RE: Research Position
Date: Tuesday, August 28, 2018 1:55:16 PM

Ok, thanks.

From: LESLIE Berri * GOV
Sent: Tuesday, August 28, 2018 1:54 PM
To: CAPPS Lindsey D * GOV
Subject: RE: Research Position

We no longer need to t/b on this – I was wrong about the applicant's experience.

From: CAPPS Lindsey D * GOV
Sent: Tuesday, August 28, 2018 5:31 AM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: RE: Research Position

Hi Berri,

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From: LESLIE Berri * GOV
Sent: Thursday, August 16, 2018 8:25 AM
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Thanks!

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686

Sheril.Arroyo@oregon.gov

From: [CAPPS Lindsey D * GOV](#)
To: [sadie.ogan@oregon.gov](#); [ANDREW Jennifer J * GOV](#); [ARROYO Sheril * GOV](#); [FERDER Cassandra L - ELD](#); [karen.wilkes@state.or.us](#); [STOUDAMIRE Serena - ODE](#); [ROSENBERG Corey - ODE](#); [GILL Colt - ODE](#); [ROSILEZ Anthony * TSPC](#); [SHAW Jarrod * GOV](#); [BHATT Pooja * GOV](#); [BLOSSER Nik * GOV](#); [LESLIE Berri * GOV](#); [KONDAYEN Kate * GOV](#); [ZEJDLIK Gina * GOV](#); [KORESKEI Debbie * GOV](#); [BOYLES Stormy * GOV](#); [CAMPOS Shelby * GOV](#)
Subject: E-mail change of address
Date: Tuesday, August 28, 2018 2:07:52 PM
Importance: High

Good afternoon,

I will be moving to the state e-mail/calendar system beginning **September 1, 2018**. My new e-mail address will be Lindsey.capps@state.or.us. After that date, we will have an auto message directing folks to e-mail to the new address.

We will work to update the new calendar as quickly as possible to ensure we don't miss currently scheduled events. Thank you for your patience as we transition to the new platform.

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green
503.373.1283
debbie.green@state.or.us

From: [CAPPS Lindsey D * GOV](#)
To: [ROSSELLI Hilda - CEEdO](#); [MYERS Cheryl L - CEDO](#); [MORAWSKI Lisa - CEDO](#); [STARR John - CEEdO](#); [BLUHM Angela - CEEdO](#); [MESSER Jason - CEDO](#); [MESSER Ken - CEDO](#); [WEINMANN Melinda D - CEEdO](#); mike.rebar@state.or.us; [YAMAMOTO Scott - CEDO](#)
Subject: FW: E-mail change of address
Date: Tuesday, August 28, 2018 2:12:58 PM
Importance: High

FYI

From: GREEN Debbie * GOV on behalf of CAPPS Lindsey D * GOV
Sent: Tuesday, August 28, 2018 2:07 PM
To: sadie.ogan@oregon.gov; ANDREW Jennifer J * GOV; ARROYO Sheril * GOV; FERDER Cassandra L - ELD; karen.wilkes@state.or.us; STAUDAMIRE Serena - ODE; ROSENBERG Corey - ODE; GILL Colt - ODE; ROSILEZ Anthony * TSPC; SHAW Jarrod * GOV; BHATT Pooja * GOV; BLOSSER Nik * GOV; LESLIE Berri * GOV; KONDAYEN Kate * GOV; ZEJDLIK Gina * GOV; KORESKI Debbie * GOV; BOYLES Stormy * GOV; CAMPOS Shelby * GOV
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We will work to update the new calendar as quickly as possible to ensure we don't miss currently scheduled events. Thank you for your patience as we transition to the new platform.

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: [CAPPS Lindsey D * GOV](#)
To: [BLOSSER Nik * GOV](#); [KORESKEI Debbie * GOV](#); [BOYLES Stormy * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: University Presidents
Date: Tuesday, August 28, 2018 2:15:37 PM

Nik, Debbie and Stormy,

I spoke with the public university presidents this morning around P-20 education and partnership with Higher Ed, a shared vision for higher ed and the education budget were also on the docket. They would like to meet with the Governor this fall, a meeting we've done periodically with them. We were not been able to line this up for today's Presidents' Council retreat, but there is another planned meeting in October and it appears they'd do something in Salem if there is an opening of an hour between now and the end of October.

Debbie, you probably have some thoughts here but wanted to be sure to flag for you, Nik and Pooja.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: [BLOSSER Nik * GOV](#)
To: [ANDREW Jennifer J * GOV](#)
Cc: [Trent Lutz](#); [CAPPS Lindsey D * GOV](#)
Subject: Rescheduling OEA meetings
Date: Tuesday, August 28, 2018 2:47:27 PM

Jen – I wanted to connect you with Trent at the Oregon Education Association, who will subsequently connect you to Jackie in his office to coordinate and reschedule the monthly meetings I would like to have with OEA leadership for the next 4 months (Sep-Dec).

Thanks very much -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [BLOSSER Nik * GOV](#)
To: [PIRTLE-GUINEY Elana * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: FW: PERS spreadsheet
Date: Tuesday, August 28, 2018 2:52:15 PM

Elana – Can you please ask the right person at PERS to comment back to me on the question below re: transition liability and schools?

Thanks -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Tuesday, August 28, 2018 at 2:51 PM
To: Ted Sickinger <tsickinger@oregonian.com>
Subject: Re: PERS spreadsheet

Ted – I got the data from PERS, and I have asked for the updated spreadsheet that has the detail by employer and they won't have it until the final rates are approved, they tell.

In terms of transition liabilities – I will look into that. Will let you know what I find.

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: Ted Sickinger <tsickinger@oregonian.com>
Date: Monday, August 27, 2018 at 6:35 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Re: PERS spreadsheet

Hey Nik,

A question comes up from readers persistently about which employers are in the worst shape with respect to PERS and I'm thinking we might recreate something resembling your PERS analysis to answer it. First off, I'm wondering where you got your data, and then, how much analysis was devoted to determining why some of these employers have such relatively large liabilities. I'm looking at Douglas and Curry counties, for example. They obviously rank on any list of financial issues in Oregon, and I know both have been aggressively shrinking payroll due to the cessation of timber

payments, but did they also start off with a higher transition liability for some reason? The same for cities. Did you ever determine what distinguished places like Ontario, Huntington and Condon? I think you pointed to the relatively poor position of schools as a group, and I'm guessing its all the schools in the rate pool who have liabilities equal to 275 percent of payroll? I'll have to brush up again on how that allocation works, as its obviously proportional to payroll. But I'm wondering why it's so high relative to other employers. Schools have relatively high payroll costs, I guess, which probably led to the accumulation of these liabilities, but wondering if anything surprising came up as you were looking to explain these numbers.

Thanks

Ted

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Friday, June 15, 2018 at 11:06 AM

To: Ted Sickinger <tsickinger@oregonian.com>

Subject: PERS spreadsheet

Ted – Here's the data I've been playing with that is from the last full actuarial analysis (Dec 2015).

There are a bunch of tabs I've created to manipulate and play with the data. Let me know if you have any questions.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: [KLEIN Rosa * GOV](#)
To: [MOLLER Mary * GOV](#); [KORESKE Debbie * GOV](#)
Cc: [LESLIE Berri * GOV](#)
Subject: FW: Commissions Registered as Lobby Organizations
Date: Tuesday, August 28, 2018 2:58:41 PM
Attachments: [FYI only Supported Decision Making Work Group Meeting Monday 100 pm FYI .msg](#)

FYI

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
Pronouns: She/Her/Hers

From: Arce Rebecca E [mailto:rebecca.e.arce@state.or.us]
Sent: Tuesday, August 28, 2018 2:38 PM
To: KLEIN Rosa * GOV <Rosa.KLEIN@oregon.gov>
Cc: CARSON-COTTINGHAM ASHLEY B <ashley.b.carson-cottingham@state.or.us>; WEIDANZ Jane-
Ellen <jane-ellen.weidanz@state.or.us>; MURPHY KRISTI M <kristi.m.murphy@state.or.us>; HORNER
Leah C <leah.c.horner@state.or.us>; MCCORMICK Mike R <mike.r.mccormick@state.or.us>
Subject: Commissions Registered as Lobby Organizations

Hi, Rosa-

I am sorry to bother you with this. Just thought you would want this on your radar. We have had discussions in the past regarding Commissions drafting legislative concepts and how Commissioners are to give testimony.

Jim Davis is currently drafting a legislative concept regarding supported decision making. I received an email (attached) saying that the Governor's Commission on Senior Services is fostering this concept. I am also seeing the Governor's Commission on Senior Services, The Oregon Disabilities Commission, and the Older Adult and People with Disability Behavioral Health Advisory Council all registered at the Capitol Club as lobby groups with Jim listed as the lobbyist.

<https://www.oregoncapitolclub.org/industry/> Scroll down to Human Services.

<https://www.oregoncapitolclub.org/user/?type=user&search=davis>

It is a bit complicated at the moment as Jim's position has expired with the GCSS. He can still attend as he does not have a replacement, however the role of Legislative Coordinator resides with Ruth McEwen

as she was voted into that position on August 9. The Commission has not yet approved or discussed at length what to recommend to the Governor's Office regarding the upcoming legislative session. They have only sent in a letter regarding the GRB. Jim will still be working with Ruth as the co-chair to the Legislative Standing Committee through his role on the Oregon Disabilities Commission. They do not have this position written into their bylaws at this time.

Please let me know if I am misunderstanding this, when I met with Debbie Koreski and then you, it was decided that if Commissioners were to testify they needed to notify their staff support (me) with the Committee, time, topic, and talking points to be vetted by your office and keep you up to speed. Please let me know if that still stands and if it qualifies as lobbying.

I had made a mistake in the 2017 pre-session by allowing the Commission to draft a legislative concept. I was informed that this was not allowed. Please let me know if this has changed.

Thank you,

Rebecca Arce, MPP

She/Her/Ella

Cultural Navigator and Policy Analyst

DHS Aging and People with Disabilities

503-381-6166

From: EAMES VALERIE M [VALERIE.M.EAMES@dhsosha.state.or.us]
To: MUNKERS ANGELA P [ANGELA.P.MUNKERS@dhsosha.state.or.us]; ALLBEE ANGELA E [ANGELA.E.ALLBEE@dhsosha.state.or.us]; CERVANTES Marie G [Marie.G.CERVANTES@dhsosha.state.or.us]; ARCE REBECCA E [REBECCA.E.ARCE@dhsosha.state.or.us]
CC: Hale Christian [CHRISTIAN.HALE@dhsosha.state.or.us]; THOMPSON JOHN S [JOHN.S.THOMPSON@dhsosha.state.or.us]
Subject: FYI only: Supported Decision Making Work Group Meeting Monday 1:00 pm FYI:
Sent: Monday, August 27, 2018 11:17:11
Attachment 1: lc0834 draft.pdf

Just FYI: Angela and Angie, Marie is out this week and a workgroup is happening today on a leg, concept re supported decision-making. Someone else is most likely updating you. I am doing my due diligence in keeping management in the loop. When Marie gets back, I will just update her and she can update you.

Attached find the first draft of LC 834. Angie was on a teleconference about this concept.

It is my understanding that The Governor's Commission on Senior Services, is actually the entity that fostering the leg. concept.

ALLISON.ENRIQUEZ is on the workgroup for ODDS.

From: Newell Channa [mailto:Channa.Newell@state.or.us]
Sent: Friday, August 24, 2018 3:47 PM
To: Enriquez Allison <ALLISON.ENRIQUEZ@dhsosha.state.or.us>; Joondeph Bob <BOB@droregon.org>; Hemsley Brandy L <BRANDY.L.HERMSLEY@dhsosha.state.or.us>; MARSH Bryan B <Bryan.B.Marsh@state.or.us>; ROSIN Chris * OPG <Chris.ROSIN@state.or.us>; James Davis <davisjasr503@gmail.com>; Emily Braman <ebaman@thearcoregon.org>; KLEM Ellen <ellen.klem@doj.state.or.us>; STEELE Fred * LTCO <Fred.STEELE@state.or.us>; TENNYSON Katherine <Katherine.TENNYSON@state.or.us>; Sutton Leslie J <leslie.sutton@ocdd.org>; Mason Kyndall <masonk@seiu503.org>; Dhar Nirmala <NIRMALA.DHAR@dhsosha.state.or.us>; nrogers@samuelslaw.com; REP Gomberg <Rep.DavidGomberg@state.or.us>; Dunn Roberta <roberta@factoregon.org>; SEN Prozanski <Sen.FloydProzanski@state.or.us>; SEN Dembrow <Sen.MichaelDembrow@state.or.us>; SEN Gelser <Sen.SaraGelser@state.or.us>; Sherry Stock, ED MS CBIST <sherry@biaoregon.org>; Sharon Lewis <slewis@healthmanagement.com>; LARSON Toni R * RFO <Toni.Larson@oregon.gov>; Eames Valerie M <VALERIE.M.EAMES@dhsosha.state.or.us>; vblachly@samuelslaw.com
Cc: CHIAPELLA Andrea <Andrea.Chiapella@state.or.us>; LEWIS KC <KC.Lewis@state.or.us>; NARAYAN Kristina <Kristina.Narayan@state.or.us>; SILLS Lori <Lori.Sills@state.or.us>; REILEY Mike <Mike.Reiley@state.or.us>
Subject: RE: Reminder: Supported Decision Making Work Group Meeting Monday 1:00 pm

Hello all,

Attached is LC 834 for your review. This is a working draft. The editors in LC are still working on the formatting of the form contained in the draft, so we won't see a finalized version of that until next week. Thank you, Lori Anne, for your great work on this concept.

I look forward to working through it with you all on Monday.

--Channa

From: Newell Channa

Sent: Friday, August 24, 2018 11:48 AM

To: Bob Joondeph <bob@droregon.org <mailto:bob@droregon.org> >; DHAR NIRMALA <nirmala.dhar@state.or.us <mailto:nirmala.dhar@state.or.us> >; EAMES VALERIE M <valerie.m.eames@state.or.us <mailto:valerie.m.eames@state.or.us> >; Emily Braman <ebraman@thearcoregon.org <mailto:ebraman@thearcoregon.org> >; Enriquez Allison <ALLISON.ENRIQUEZ@dhsosha.state.or.us <mailto:ALLISON.ENRIQUEZ@dhsosha.state.or.us> >; Hemsley Brandy L <BRANDY.L.HEMSLEY@dhsosha.state.or.us <mailto:BRANDY.L.HEMSLEY@dhsosha.state.or.us> >; James Davis <davisjasr503@gmail.com <mailto:davisjasr503@gmail.com> >; KLEM Ellen <ellen.klem@state.or.us <mailto:ellen.klem@state.or.us> >; LARSON Toni R * RFO <Toni.Larson@oregon.gov <mailto:Toni.Larson@oregon.gov> >; leslie.sutton@ocdd.org <mailto:leslie.sutton@ocdd.org> >; MARSH Bryan B (Bryan.B.Marsh@state.or.us <mailto:Bryan.B.Marsh@state.or.us>) <Bryan.B.Marsh@state.or.us <mailto:Bryan.B.Marsh@state.or.us> >; masonk (masonk@seiu503.org <mailto:masonk@seiu503.org>) <masonk@seiu503.org <mailto:masonk@seiu503.org> >; nrogers@samuelslaw.com <mailto:nrogers@samuelslaw.com> >; Rep Gomberg <Rep.DavidGomberg@oregonlegislature.gov <mailto:Rep.DavidGomberg@oregonlegislature.gov> >; Roberta Dunn <roberta@factoregon.org <mailto:roberta@factoregon.org> >; ROSIN Chris * OPG <Chris.ROSIN@state.or.us <mailto:Chris.ROSIN@state.or.us> >; Sen Dembrow <Sen.MichaelDembrow@oregonlegislature.gov <mailto:Sen.MichaelDembrow@oregonlegislature.gov> >; Sen Gelser <Sen.SaraGelser@oregonlegislature.gov <mailto:Sen.SaraGelser@oregonlegislature.gov> >; Sen Prozanski <Sen.FloydProzanski@oregonlegislature.gov <mailto:Sen.FloydProzanski@oregonlegislature.gov> >; Sharon Lewis <slewis@healthmanagement.com <mailto:slewis@healthmanagement.com> >; Sherry Stock, ED MS CBIST <sherry@biaoregon.org <mailto:sherry@biaoregon.org> >; STEELE Fred * LTCO <Fred.STEELE@state.or.us <mailto:Fred.STEELE@state.or.us> >; TENNYSON Katherine <Katherine.TENNYSON@state.or.us <mailto:Katherine.TENNYSON@state.or.us> >; vblachly@samuelslaw.com <mailto:vblachly@samuelslaw.com> >;
Cc: Lewis KC <KC.Lewis@oregonlegislature.gov <mailto:KC.Lewis@oregonlegislature.gov> >; Narayan Kristina <Kristina.Narayan@oregonlegislature.gov <mailto:Kristina.Narayan@oregonlegislature.gov> >; Chiapella Andrea <Andrea.Chiapella@oregonlegislature.gov <mailto:Andrea.Chiapella@oregonlegislature.gov> >; Reiley Mike <Mike.Reiley@oregonlegislature.gov <mailto:Mike.Reiley@oregonlegislature.gov> >; Sills Lori Anne <Lori.Sills@oregonlegislature.gov <mailto:Lori.Sills@oregonlegislature.gov> >
Subject: Reminder: Supported Decision Making Work Group Meeting Monday 1:00 pm

Hello all,

We're scheduled to meet on Monday, August 27th from 1-2:30 pm in Hearing Room C of the Oregon Capitol. Based on a small group discussion after our initial meeting, I submitted a draft concept to Legislative Counsel. We should see a version of that by end of day today, which I will send along for your review once

available. Hard copies will be available in the room. Attached is a draft agenda, reflecting the majority of our meeting will focus on the concept.

If you are joining by phone, please let me know. The dial in number is:

TOLL-FREE: 877-402-9753

Meeting Number: 7118097

Thank you,

--Channa

Channa Newell | Committee Counsel

Legislative Policy and Research Office <https://urldefense.proofpoint.com/v2/url?u=https-3A__www.oregonlegislature.gov_lpro&d=DwMFAG&c=7gilq_oJKU2hnacFUWFTuYqjMQ111TRstgx6WoATdXo&r=TmVFasrLjsk8QkFuc1zp2Yol8-3IUkg2WrNe6zwIEGqjw_IVckHqYpS4OLQefZ_5&m=dQ35xrigQ3jScQUPIhEBy4jyVqaUiba77b9zDleZIz8&s=SuDLztYbSbS9qC2lne-6WVYBbF1wkm_iBPJXhpWGbX8&e=>>

Oregon State Capitol

900 Court St NE Rm. 332

Salem, OR 97301

503-986-1525

House Committee on Judiciary <<https://olis.leg.state.or.us/liz/2015I1/Committees/HJUD/Overview>>

Senate Committee on Judiciary <<https://olis.leg.state.or.us/liz/2015I1/Committees/SJUD/Overview>>

DRAFT

SUMMARY

Prescribes form for supported decision-making agreement between person with disability and supporter.

Requires court to consider supported decision-making as less restrictive alternative to protective proceeding.

Modifies notice requirements in protective proceedings to require that notice be provided to supporters under supported decision-making agreement.

A BILL FOR AN ACT

Relating to supported decision-making agreements; creating new provisions; and amending ORS 125.055, 125.060, 125.150 and 125.305.

Be It Enacted by the People of the State of Oregon:

SECTION 1. Definitions. As used in sections 1 to 10 of this 2019 Act:

(1) “Abuse” has the meaning given that term in ORS 124.005.

(2) “Financial exploitation” means:

(a) Wrongfully taking the assets, funds or property belonging to or intended for the use of a person with a disability.

(b) Alarming a person with a disability by conveying a threat to wrongfully take or appropriate money or property of the person if the person would reasonably believe that the threat conveyed would be carried out.

(c) Misappropriating, misusing or transferring without authorization any money from any account held jointly or singly by a person with a disability.

(d) Failing to use the income or assets of a person with a disability effectively for the support and maintenance of the person.

1 (3) "Health care provider" has the meaning given that term in ORS
2 127.505.

3 (4) "Incapacitated" has the meaning given that term in ORS 125.005.

4 (5) "Law enforcement agency" means:

5 (a) Any city or municipal police department.

6 (b) Any county sheriff's office.

7 (c) The Oregon State Police.

8 (d) Any district attorney.

9 (e) A police department established by a university under ORS
10 352.121 or 353.125.

11 (6) "Life decisions" includes, but is not limited to, decisions re-
12 garding any of the following:

13 (a) Where the person with a disability wants to live.

14 (b) With whom the person with a disability wants to live.

15 (c) The services, supports and medical care the person with a disa-
16 bility wants to receive.

17 (d) Where the person with a disability wants to work.

18 (7) "Major life activities" includes any of the following:

19 (a) Independent living.

20 (b) Self-direction.

21 (c) Self-care.

22 (d) Mobility.

23 (e) Communication.

24 (f) Learning.

25 (8) "Neglect" means failure to provide basic care or services that
26 are necessary to maintain the health or safety of a person with a dis-
27 ability.

28 (9) "Person with a disability" means any person who has a physical
29 or mental impairment that substantially limits one or more major life
30 activities.

31 (10) "Supported decision-making" means a process of supporting

1 and accommodating a person with a disability to enable the person to
2 make life decisions without impeding the self-determination of the
3 person with a disability.

4 (11) “Supported decision-making agreement” means an agreement
5 between a person with a disability and a supporter entered into under
6 sections 1 to 10 of this 2019 Act.

7 (12) “Supported person” means a person with a disability who enters
8 into a supported decision-making agreement with a supporter.

9 (13) “Supporter” means an adult who enters into a supported
10 decision-making agreement with a person with a disability.

11 SECTION 2. Policy and purpose. It is the policy of this state that
12 the least restrictive alternative to the appointment of a fiduciary for
13 a person with a disability be considered prior to the initiation of a
14 protective proceeding under ORS chapter 125. The purpose of sections
15 1 to 10 of this 2019 Act is to recognize supported decision-making
16 agreements as a less restrictive alternative to protective proceedings
17 under ORS chapter 125 for a person with a disability who needs as-
18 sistance with life decisions but who is not incapacitated.

19 SECTION 3. Agreement not evidence of incapacity. Execution of a
20 supported decision-making agreement may not be used as evidence
21 that the supported person is incapacitated and does not preclude the
22 supported person from acting independently of the agreement.

23 SECTION 4. Scope of agreement. (1) A person with a disability who
24 is at least 18 years of age may execute a written supported decision-
25 making agreement in which the person authorizes a supporter to do
26 any of the following:

27 (a) Provide supported decision-making to the supported person, in-
28 cluding assistance with understanding the options, responsibilities and
29 consequences of the supported person’s life decisions, without making
30 those decisions on behalf of the supported person.

31 (b) Assist the supported person with accessing, collecting and ob-

1 taining information that is relevant to a given life decision, including
2 medical, psychological, financial, education or treatment records, from
3 any person.

4 (c) Assist the supported person with understanding the information
5 described in paragraph (b) of this subsection.

6 (d) Assist the supported person with communicating the supported
7 person's decisions to appropriate persons.

8 (2) A supporter does not have authority to do any of the following:

9 (a) Act as a surrogate decision maker for the supported person.

10 (b) Sign legal documents on behalf of the supported person.

11 (c) Take possession of the supported person's property.

12 (d) Bind the supported person to a legal agreement.

13 (3) Subject to section 5 of this 2019 Act, a supporter may exercise
14 the authority granted to the supporter in the supported decision-
15 making agreement.

16 (4) Notwithstanding the existence of a supported decision-making
17 agreement, a supported person may request and receive assistance
18 from the supporter on any decision that is not covered under the
19 supported decision-making agreement at any time.

20 SECTION 5. Access to personal information. (1) A supporter is only
21 authorized to assist the supported person with accessing, collecting or
22 obtaining only information that is relevant to a decision authorized
23 under the supported decision-making agreement.

24 (2)(a) A supporter may only access or obtain patient health care
25 records if the supported person authorizes the supporter to access or
26 obtain the person's protected health information by executing a sepa-
27 rate authorization in substantially the same form as ORS 192.566.

28 (b) A supporter may only access or obtain the education records of
29 the supported person if the supported person executes a separate re-
30 lease allowing the supporter to access or obtain the supported person's
31 education records under the federal Family Educational Rights and

1 Privacy Act (20 U.S.C. 1232g).

2 (c) A supporter may only access the financial information of a
3 supported person if the supported person executes a separate release
4 of financial information authorization form.

5 (3) The supporter shall ensure the information under this section
6 is kept privileged and confidential, as applicable, and is not subject to
7 unauthorized access, use or disclosure.

8 (4) Notwithstanding the existence of a supported decision-making
9 agreement, a supported person continues to have unrestricted access
10 to the person's personal information without the assistance of a sup-
11 porter.

12 SECTION 6. Witnesses. A supported person and the person's sup-
13 porter entering into a supported decision-making agreement must sign
14 and date the agreement before a notary public or in the presence of
15 two witnesses who are at least 18 years of age.

16 SECTION 7. Supported decision-making agreement form. (1) A
17 supported decision-making agreement is valid if it is in writing, en-
18 tered into voluntarily and without coercion, signed and dated as de-
19 scribed under section 6 of this 2019 Act and in substantially the
20 following form:

21 _____
22
23 **WARNING: PROTECTION FOR THE PERSON WITH A DISABILITY.**
24 **IF A PERSON WHO RECEIVES A COPY OF THIS AGREEMENT OR**
25 **IS AWARE OF THE EXISTENCE OF THIS AGREEMENT HAS CAUSE**
26 **TO BELIEVE THAT THE PERSON WITH A DISABILITY IS BEING**
27 **ABUSED, NEGLECTED OR EXPLOITED BY THE SUPPORTER, THE**
28 **PERSON MAY REPORT THE ALLEGED ABUSE, NEGLECT OR EX-**
29 **PLOITATION TO THE DEPARTMENT OF HUMAN SERVICES BY**
30 **CALLING THE ABUSE HOTLINE AT (855) 503-SAFE (7233).**

SUPPORTED DECISION-MAKING AGREEMENT

APPOINTMENT OF SUPPORTER

I, _____. (insert name), make this agreement voluntarily
and of my own free will.

I agree and designate that:

Name of supporter _____

Address of supporter _____

E-mail address of supporter _____

Phone number(s) of supporter _____

is my supporter.

I have chosen to have multiple supporters, listed below. My supporter named above may collaborate with my other supporters if I check "Yes" but if I have checked "No," my supporter may not collaborate with my other supporters.

Name of supporter _____

Phone number of supporter _____

Yes_____ No_____

Name of supporter _____

Phone number of supporter _____

Yes_____ No_____

For the following everyday life decisions, if I have checked "Yes," my supporter may help me with that type of decision, but if I have checked "No," my supporter may not help me with that type of decision:

Obtaining food, clothing, and shelter - Yes_____ No_____

Taking care of my physical health - Yes_____ No_____

Managing my financial affairs - Yes_____ No_____

Taking care of my mental health - Yes_____ No_____

Applying for public benefits - Yes_____ No_____

1 Assistance with seeking vocational rehabilitation services and other
2 vocational supports - Yes_____ No_____

3 The following are other decisions I have specifically identified that
4 I would like assistance with _____.

5 If I have not checked either "Yes" or "No" or specifically identified
6 and listed a decision immediately above, my supporter may not help
7 me with that type of decision.

8 My supporter is not allowed to make decisions for me. To help me
9 with my decisions, my supporter may do any of the following, if I have
10 checked "Yes":

11 1. Help me access, collect, or obtain information, including records,
12 relevant to a decision. If I have checked "Yes," my supporter may help
13 me access, collect, or obtain the type of information specified, includ-
14 ing relevant records, but if I have checked "No," or I have not checked
15 either "Yes" or "No," my supporter may not help me access, collect,
16 or obtain that type of information:

17 Medical - Yes_____ No_____

18 Psychological - Yes_____ No_____

19 Financial - Yes_____ No_____

20 Education - Yes_____ No_____

21 Treatment - Yes_____ No_____

22 Other - Yes_____ No_____ (If "Yes," specify the other type(s) of
23 information with which the supporter may assist_____.)

24 2. Help me understand my options so I can make an informed de-
25 cision.

26 Yes_____ No_____

27 3. Help me communicate my decision to appropriate persons.

28 Yes_____ No_____

29 4. Help me access appropriate personal records, including protected
30 health information under the Health Insurance Portability and Ac-
31 countability Act, the Family Educational Rights and Privacy Act, and

other records that may or may not require a release for specific decisions I want to make.

Yes_____ No_____

EFFECTIVE DATE OF SUPPORTED DECISION-MAKING AGREEMENT

This supported decision-making agreement is effective immediately and will continue until _____. (insert date), or until the agreement is terminated by my supporter or me or by operation of law.

(print) Name of person designating a supporter _____.

Signature _____.

Date _____.

CONSENT OF SUPPORTER

I know _____ (name of person) personally or I have received proof of his or her identity and I believe him or her to be at least 18 years of age and entering this agreement knowingly and voluntarily. I am at least 18 years of age.

I, _____ (name of supporter), consent to act as a supporter under this agreement.

Supporter:

(print) Name _____

Address _____

E-mail address _____

Phone number(s) _____

Signature _____

Date _____

**STATEMENT AND SIGNATURE OF WITNESSES
OR SIGNATURE OF NOTARY**

(This agreement must be signed either by 2 witnesses who are at least 18 years of age or by a notary public.)

OPTION I: NOTARY PUBLIC

State of _____

County of _____

This document was acknowledged before me on _____.
(date), by (name of adult with a disability) and _____. (name
of supporter).

Signature of notary _____

(Seal, if any, of notary)

Printed name _____

My commission expires: _____

OPTION II: WITNESSES

We declare that we are at least 18 years of age and that the persons signing this supported decision-making agreement:

(a) Are personally known to us or have provided proof of identity;

(b) Signed this supported decision-making agreement in our presence; and

(c) Appeared to be of sound mind and not under duress, fraud or undue influence.

Witness No. 1:

(print) Name _____

Address _____

Phone number(s) _____

1 **Signature** _____

2 **Date** _____

3 **Witness No. 2:**

4 **(print) Name** _____

5 **Address** _____

6 **Phone number(s)** _____

7 **Signature** _____

8 **Date** _____

9 _____
10 **(2) The Department of Human Services shall prepare and provide**
11 **access to a supported decision-making agreement instrument and ac-**
12 **companying information for a person with a disability, family mem-**
13 **bers of a person with a disability, education professionals and school**
14 **districts, health care and social service professionals, county clerks**
15 **and local bar associations. The department may charge a reasonable**
16 **fee for the cost of preparation and distribution of the supported**
17 **decision-making agreement forms and information.**

18 **SECTION 8. Terms of agreement.** (1) Except as otherwise provided
19 **in this section, a supported decision-making agreement extends until**
20 **terminated by the supported person or the supporter or by the terms**
21 **of the agreement.**

22 **(2) A supported decision-making agreement is terminated upon the**
23 **occurrence of any of the following:**

24 **(a) The Department of Human Services or a law enforcement**
25 **agency substantiates an allegation of neglect or abuse by the supporter**
26 **under ORS 124.005 to 124.040, 124.050 to 124.095 or 124.100 to 124.140.**

27 **(b) The supporter is found criminally liable for conduct described**
28 **under paragraph (a) of this subsection.**

29 **(c) A court authorizes a restraining order against the supporter as**
30 **described under ORS 124.005 to 124.040 or 124.100 to 124.140.**

31 **(3) A supported person may revoke a supported decision-making**

1 agreement at any time by doing any of the following:

2 (a) Canceling, defacing, obliterating, burning, tearing or otherwise
3 destroying the supported decision-making agreement or directing an-
4 other person to destroy the supported decision-making agreement.

5 (b) Executing a statement, in writing, that is signed and dated by
6 the supported person, expressing the supported person's intent to re-
7 voke the supported decision-making agreement.

8 (c) Verbally expressing the supported person's intent to revoke the
9 supported decision-making agreement in the presence of two wit-
10 nesses.

11 (4) A supporter may resign:

12 (a) As provided in the supported decision-making agreement; or

13 (b) If the supported decision-making agreement does not provide a
14 method for the supporter's resignation, at any time by giving notice,
15 in writing, to the supported person.

16 SECTION 9. Reliance on agreement; limitation of liability. (1) Any
17 person who reasonably relies in good faith on the authority of a sup-
18 porter under a supported decision-making agreement is not liable to
19 any other person based on that reliance.

20 (2) Subsection (1) of this section does not apply if the person relying
21 on the authority of a supporter has actual knowledge or notice that:

22 (a) The agreement has been terminated or revoked as described in
23 section 8 of this 2019 Act;

24 (b) The agreement is invalid; or

25 (c) The supporter has committed abuse, neglect or financial ex-
26 ploitation.

27 (3) This section may not be construed to provide immunity from
28 actions alleging that a health care provider has done any of the fol-
29 lowing:

30 (a) Caused personal injury as a result of a negligent, reckless or
31 intentional act.

1 (b) Acted inconsistently with the expressed wishes of a supported
2 person.

3 (c) Failed to provide information to a supported person or the sup-
4 ported person's supporter that would be necessary for informed con-
5 sent.

6 (d) Otherwise acted inconsistently with applicable law.

7 (4) The existence or availability of a supported decision-making
8 agreement does not relieve a health care provider of any legal obli-
9 gation to provide services to a person with a disability, including the
10 obligation to provide reasonable accommodations or auxiliary aids and
11 services, including interpretation services and communication sup-
12 ports to a person with a disability under the federal Americans with
13 Disabilities Act.

14 (5) A supporter acting under a valid supported decision-making
15 agreement is immune from civil liability for the supporter's acts or
16 omissions in performing duties as the supporter if the supporter per-
17 forms the duties in good faith, in conformance with the supported
18 decision-making agreement and with the care an ordinarily prudent
19 person in a like position would exercise in the person's own affairs.

20 SECTION 10. Reporting of suspected abuse, neglect or financial ex-
21 ploitation. (1) If a person who receives a copy of a supported
22 decision-making agreement or who is aware of the existence of a sup-
23 ported decision-making agreement has cause to believe that a sup-
24 ported person is being abused, neglected or financially exploited by the
25 supporter, the person may report the alleged abuse, neglect or finan-
26 cial exploitation to the Department of Human Services.

27 (2) Nothing in this section may be construed as eliminating or
28 limiting a person's requirement to report under any other statute or
29 regulation.

30 SECTION 11. ORS 125.055, as amended by section 2, chapter 59, Oregon
31 Laws 2018, is amended to read:

125.055. (1) A petition in a protective proceeding that seeks the appointment of a fiduciary must designate the type of fiduciary that the petitioner seeks to have appointed. If the petition does not request the appointment of a fiduciary, or if the petition requests both the appointment of a fiduciary and some other protective order, the petition must contain a statement of the nature of the protective order requested. The caption of the petition must reflect the type of fiduciary whose appointment is requested or, if the appointment of a fiduciary is not requested, the nature of the protective order requested. An original and duplicate copy of the petition must be filed with the court.

(2) A petition in a protective proceeding must contain the following information to the extent that the petitioner is aware of the information or to the extent that the petitioner is able to acquire the information with reasonable effort:

(a) The name, age, residence address and current location of the respondent.

(b) The interest of the petitioner.

(c) The name, age and address of the petitioner and any person nominated as fiduciary in the petition and the relationship of the person nominated to the respondent.

(d) A statement as to whether the person nominated as fiduciary:

(A) Has been convicted of a crime;

(B) Has filed for or received protection under the bankruptcy laws;

(C) Has caused any loss resulting in a surcharge under ORS 125.025 (3)(e) or a similar statute of another jurisdiction;

(D) Has been removed as a fiduciary under ORS 125.225; or

(E) Has had a license revoked or canceled that was required by the laws of any state for the practice of a profession or occupation.

(e) If an event listed in paragraph (d) of this subsection has occurred, a statement of the circumstances surrounding the event.

(f) If the person nominated as fiduciary is not the petitioner, a statement

1 indicating that the person nominated is willing and able to serve.

2 (g) The name and address of any fiduciary that has been appointed for the
3 respondent by a court of any state, any trustee for a trust established by or
4 for the respondent, any person appointed as a health care representative
5 under the provisions of ORS 127.505 to 127.660 and any person acting as
6 attorney-in-fact for the respondent under a power of attorney.

7 (h) The name and address of the respondent's treating physician and any
8 other person who is providing care to the respondent.

9 (i) The factual information that supports the request for the appointment
10 of a fiduciary or entry of other protective order, less restrictive alternatives
11 to the appointment of a fiduciary that have been considered, **including**
12 **supported decision-making under sections 1 to 10 of this 2019 Act** and
13 why the alternatives are inadequate and the names and addresses of all
14 persons who have information that would support a finding that an adult
15 respondent is incapacitated or financially incapable.

16 (j) A statement that indicates whether the person nominated as fiduciary
17 intends to place the respondent in a mental health treatment facility, a
18 nursing home or other residential facility.

19 (k) A general description of the estate of the respondent and the
20 respondent's sources of income and the amount of that income.

21 (L) A statement indicating whether the person nominated as fiduciary is
22 a public or private agency or organization that provides services to the re-
23 spondent or an employee of a public or private agency or organization that
24 provides services to the respondent.

25 (m) A statement that indicates whether the petitioner is petitioning for
26 plenary authority or specified limited authority for the person nominated as
27 fiduciary.

28 (3) In addition to the requirements of subsection (2) of this section:

29 (a) If a petition seeks appointment of a guardian, the petition must con-
30 tain a statement on whether the guardian will exercise any control over the
31 estate of the respondent. If the guardian will exercise any control over the

1 estate of the respondent, the petition must contain a statement of the
2 monthly income of the respondent, the sources of the respondent's income,
3 and the amount of any moneys that the guardian will be holding for the re-
4 spondent at the time of the appointment.

5 (b) If the petition seeks the appointment of a guardian for an adult re-
6 spondent, of a guardian for a minor respondent who is more than 16 years
7 of age, in cases where the court determines there is the likelihood that a
8 petition seeking appointment of a guardian for the respondent as an adult
9 will be filed before the date that the respondent attains majority, in accord-
10 ance with subsection (6) of this section, or as an adult, or of a temporary
11 fiduciary who will exercise the powers of a guardian for an adult respondent,
12 the petition must contain a statement notifying the court that a visitor must
13 be appointed.

14 (4) In addition to the requirements of subsection (2) of this section, if a
15 petition seeks appointment of a conservator or a temporary fiduciary who
16 will exercise the powers of a conservator or if a petition seeks a protective
17 order relating to the estate of the respondent, the petition must contain the
18 petitioner's estimate of the value of the estate.

19 (5) A petitioner may join parties in a petition in the manner provided by
20 ORCP 28 for the joining of defendants.

21 (6) A parent or guardian of a minor may file a petition that seeks the
22 appointment of a guardian for the minor as an adult, to become effective on
23 the date that the minor attains majority, at any time within 90 days before
24 the date that the minor attains majority or at any other time determined by
25 the court to be necessary and appropriate to ensure the ongoing protection,
26 safety and welfare of the minor upon attaining majority.

27 (7) The court shall review a petition seeking appointment of a guardian
28 and shall dismiss the proceeding without prejudice, or require that the peti-
29 tion be amended, if the court determines that the petition does not meet the
30 requirements of this section.

31 **SECTION 12.** ORS 125.060 is amended to read:

125.060. (1) The notices required by this section must be given to all persons whose identities and addresses can be ascertained in the exercise of reasonable diligence by the person required to give the notice.

(2) Notice of the filing of a petition for the appointment of a fiduciary or entry of other protective order must be given by the petitioner to the following persons:

(a) The respondent, if the respondent has attained 14 years of age.

(b) The spouse, parents and adult children of the respondent.

(c) If the respondent does not have a spouse, parent or adult child, the person or persons most closely related to the respondent.

(d) Any person who is cohabiting with the respondent and who is interested in the affairs or welfare of the respondent.

(e) Any person who has been nominated as fiduciary or appointed to act as fiduciary for the respondent by a court of any state, any trustee for a trust established by or for the respondent, any person appointed as a health care representative under the provisions of ORS 127.505 to 127.660, **any person acting as a supporter for the respondent under the provisions of sections 1 to 10 of this 2019 Act** and any person acting as attorney-in-fact for the respondent under a power of attorney.

(f) If the respondent is a minor, the person who has exercised principal responsibility for the care and custody of the respondent during the 60-day period before the filing of the petition.

(g) If the respondent is a minor and has no living parents, any person nominated to act as fiduciary for the minor in a will or other written instrument prepared by a parent of the minor.

(h) If the respondent is receiving moneys paid or payable by the United States through the Department of Veterans Affairs, a representative of the United States Department of Veterans Affairs regional office that has responsibility for the payments to the protected person.

(i) If the respondent is receiving moneys paid or payable for public assistance provided under ORS chapter 411 by the State of Oregon through the

Department of Human Services, a representative of the department.

(j) If the respondent is receiving moneys paid or payable for medical assistance provided under ORS chapter 414 by the State of Oregon through the Oregon Health Authority, a representative of the authority.

(k) If the respondent is committed to the legal and physical custody of the Department of Corrections, the Attorney General and the superintendent or other officer in charge of the facility in which the respondent is confined.

(L) If the respondent is a foreign national, the consulate for the respondent's country.

(m) Any other person that the court requires.

(3) Notice of a motion for the termination of the protective proceedings, for removal of a fiduciary, for modification of the powers or authority of a fiduciary, for approval of a fiduciary's actions or for protective orders in addition to those sought in the petition must be given by the person making the motion to the following persons:

(a) The protected person, if the protected person has attained 14 years of age.

(b) Any person who has filed a request for notice in the proceedings.

(c) Except for a fiduciary who is making a motion, any fiduciary who has been appointed for the protected person.

(d) If the protected person is receiving moneys paid or payable by the United States through the Department of Veterans Affairs, a representative of the United States Department of Veterans Affairs regional office that has responsibility for the payments to the protected person.

(e) If the protected person is committed to the legal and physical custody of the Department of Corrections, the Attorney General and the superintendent or other officer in charge of the facility in which the protected person is confined.

(f) Any person acting as a supporter for the protected person under the provisions of sections 1 to 10 of this 2019 Act.

[(f)] (g) Any other person that the court requires.

1 (4) A request for notice under subsection (3)(b) of this section must be in
2 writing and include the name, address and phone number of the person re-
3 questing notice. A copy of the request must be mailed by the person making
4 the request to the petitioner or to the fiduciary if a fiduciary has been ap-
5 pointed. The original request must be filed with the court. The person filing
6 the request must pay the fee specified by ORS 21.135.

7 (5) A person who files a request for notice in the proceedings in the
8 manner provided by subsection (4) of this section is entitled to receive notice
9 from the fiduciary of any motion specified in subsection (3) of this section
10 and of any other matter to which a person listed in subsection (2) of this
11 section is entitled to receive notice under a specific provision of this chapter.

12 (6) If the Department of Human Services is nominated as guardian for the
13 purpose of consenting to the adoption of a minor, the notice provided for in
14 this section must also be given to the minor's brothers, sisters, aunts, uncles
15 and grandparents.

16 (7) In addition to the requirements of subsection (2) of this section, notice
17 of the filing of a petition for the appointment of a guardian for a person who
18 is alleged to be incapacitated must be given by the petitioner to the follow-
19 ing persons:

20 (a) Any attorney who is representing the respondent in any capacity.

21 (b) If the respondent is a resident of a nursing home or residential facil-
22 ity, or if the person nominated to act as fiduciary intends to place the re-
23 spondent in a nursing home or residential facility, the office of the Long
24 Term Care Ombudsman.

25 (c) If the respondent is a resident of a mental health treatment facility
26 or a residential facility for individuals with developmental disabilities, or if
27 the person nominated to act as fiduciary intends to place the respondent in
28 such a facility, the system described in ORS 192.517 (1).

29 (8) In addition to the requirements of subsection (3) of this section, in a
30 protective proceeding in which a guardian has been appointed, notice of the
31 motions specified in subsection (3) of this section, and the address, telephone

number and other contact information of the protected person, must be given by the person making the motion to the following persons:

(a) Any attorney who represented the protected person at any time during the protective proceeding.

(b) If the protected person is a resident of a nursing home or residential facility, or if the motion seeks authority to place the protected person in a nursing home or residential facility, the office of the Long Term Care Ombudsman.

(c) If the protected person is a resident of a mental health treatment facility or a residential facility for individuals with developmental disabilities, or if the motion seeks authority to place the protected person in such a facility, the system described in ORS 192.517 (1).

(9) A respondent or protected person may not waive the notice required under this section.

(10) The requirement that notice be served on an attorney for a respondent or protected person under subsection (7)(a) or (8)(a) of this section does not impose any responsibility on the attorney receiving the notice to represent the respondent or protected person in the protective proceeding.

SECTION 13. ORS 125.150 is amended to read:

125.150. (1)(a) The court shall appoint a visitor upon the filing of a petition in a protective proceeding that seeks the appointment of:

(A) A guardian for an adult respondent;

(B) A guardian for a minor respondent who is more than 16 years of age, in cases where the court determines there is the likelihood that a petition seeking appointment of a guardian for the respondent as an adult will be filed before the date that the respondent attains majority, in accordance with ORS 125.055 (6), or as an adult; or

(C) A temporary fiduciary who will exercise the powers of a guardian for an adult respondent.

(b) The court may appoint a visitor in any other protective proceeding or in a proceeding under ORS 109.329.

1 (2) A visitor may be an officer, employee or special appointee of the court.
2 The person appointed may not have any personal interest in the proceedings.
3 The person appointed must have training or expertise adequate to allow the
4 person to appropriately evaluate the functional capacity and needs of a re-
5 spondent or protected person, or each petitioner and the person to be adopted
6 under ORS 109.329. The court shall provide a copy of the petition and other
7 filings in the proceedings that may be of assistance to the visitor.

8 (3) A visitor appointed by the court under this section shall interview a
9 person nominated or appointed as fiduciary and the respondent or protected
10 person, or each petitioner and the person to be adopted under ORS 109.329,
11 personally at the place where the respondent or protected person, or each
12 petitioner or the person to be adopted under ORS 109.329, is located.

13 (4) Subject to any law relating to confidentiality, the visitor may inter-
14 view any physician, naturopathic physician or psychologist who has exam-
15 ined the respondent or protected person, or each petitioner under ORS
16 109.329, the person or officer of the institution having the care, custody or
17 control of the respondent or protected person, or each petitioner under ORS
18 109.329, **any person acting as a supporter for the respondent or pro-**
19 **tected person under the provisions of sections 1 to 10 of this 2019 Act**
20 and any other person who may have relevant information.

21 (5) If requested by a visitor under subsection (4) of this section, a physi-
22 cian, naturopathic physician or psychologist who has examined the respond-
23 ent or protected person, or each petitioner under ORS 109.329, may, with
24 patient authorization or, in the case of a minor respondent, with the au-
25 thorization of the minor's parent or the person having custody of the minor,
26 or in response to a court order in accordance with ORCP 44 or a subpoena
27 under ORCP 55, provide any relevant information the physician,
28 naturopathic physician or psychologist has regarding the respondent or pro-
29 tected person, or each petitioner under ORS 109.329.

30 (6) A visitor shall determine whether it appears that the respondent or
31 protected person, or each petitioner or the person to be adopted under ORS

109.329, is able to attend the hearing and, if able to attend, whether the respondent or protected person, or each petitioner or the person to be adopted under ORS 109.329, is willing to attend the hearing.

(7) If a petition is filed seeking the appointment of a guardian for an adult respondent, a visitor shall investigate the following matters:

(a) The inability of the respondent to provide for the needs of the respondent with respect to physical health, food, clothing and shelter;

(b) The location of the respondent's residence and the ability of the respondent to live in the residence while under guardianship;

(c) The likelihood that the respondent would be able to provide for the respondent's needs with supported decision-making, as that term is defined in section 1 of this 2019 Act, and whether supported decision-making under sections 1 to 10 of this 2019 Act is available to the respondent;

[(c)] **(d) Other** alternatives to guardianship considered by the petitioner and reasons why those alternatives are not available;

[(d)] **(e)** Health or social services provided to the respondent during the year preceding the filing of the petition, when the petitioner has information as to those services;

[(e)] **(f)** The inability of the respondent to resist fraud or undue influence; and

[(f)] **(g)** Whether the respondent's inability to provide for the needs of the respondent is an isolated incident of negligence or improvidence, or whether a pattern exists.

(8) If a petition is filed seeking the appointment of a fiduciary, a visitor shall determine whether the respondent objects to:

(a) The appointment of a fiduciary; and

(b) The nominated fiduciary or prefers another person to act as fiduciary.

(9) If a petition is filed seeking the appointment of a conservator in addition to the appointment of a guardian, a visitor shall investigate whether the respondent is financially incapable. The visitor shall interview the per-

son nominated to act as conservator and shall interview the respondent personally at the place where the respondent is located.

(10) A visitor shall determine whether the respondent or protected person, or each petitioner or the person to be adopted under ORS 109.329, wishes to be represented by counsel and, if so, whether the respondent or protected person, or each petitioner or the person to be adopted under ORS 109.329, has retained counsel and, if not, the name of an attorney the respondent or protected person, or each petitioner or the person to be adopted under ORS 109.329, wishes to retain.

(11) If the respondent or protected person, or each petitioner or the person to be adopted under ORS 109.329, has not retained counsel, a visitor shall determine whether the respondent or protected person, or each petitioner or the person to be adopted under ORS 109.329, desires the court to appoint counsel.

(12) If the respondent or protected person, or each petitioner or the person to be adopted under ORS 109.329, does not plan to retain counsel and has not requested the appointment of counsel by the court, a visitor shall determine whether the appointment of counsel would help to resolve the matter and whether appointment of counsel is necessary to protect the interests of the respondent or protected person, or each petitioner or the person to be adopted under ORS 109.329.

SECTION 14. ORS 125.305 is amended to read:

125.305. (1) After determining that conditions for the appointment of a guardian have been established, the court may appoint a guardian as requested if the court determines by clear and convincing evidence that:

(a) The respondent is a minor in need of a guardian or the respondent is incapacitated;

(b) The appointment is necessary as a means of providing continuing care and supervision of the respondent; and

(c) The nominated person is both qualified and suitable, and is willing to serve.

(2) The court shall make a guardianship order that is no more restrictive upon the liberty of the protected person than is reasonably necessary to protect the person. In making the order the court shall consider the information in the petition, the report of the visitor, the report of any physician, naturopathic physician or psychologist who has examined the respondent, if there was an examination, **the existence of a valid supported decision-making agreement under sections 1 to 10 of this 2019 Act** and the evidence presented at any hearing.

(3) The court may require that a guardian post bond.

(4) The Department of Human Services may be appointed guardian of a minor if the minor has no living parents and if no willing, qualified and suitable relative or other person has petitioned the court for appointment as a guardian.

SECTION 15. The section captions used in this 2019 Act are provided only for the convenience of the reader and do not become part of the statutory law of this state or express any legislative intent in the enactment of this 2019 Act.

From: [LESLIE Berri * GOV](#)
To: [ISAAK Misha * GOV](#); [ARROYO Sheril * GOV](#)
Cc: [FINN Brendan * GOV](#); [ZIKE Madilyn * DAS](#); [PAIR Chris * GOV](#)
Subject: Re: Input Received: Your Public Records Request
Date: Tuesday, August 28, 2018 3:03:22 PM

Sheril-can you please schedule a 30 minute phone call with the folks on this email for tomorrow?

Sent from my iPhone

On Aug 28, 2018, at 1:32 PM, ISAAK Misha * GOV <Misha.ISAAK@oregon.gov> wrote:

FYI

Sent from my iPhone

Begin forwarded message:

From: <corissasenta@gmail.com>
Date: August 28, 2018 at 1:24:20 PM PDT
To: <misha.isaak@oregon.gov>
Subject: Input Received: Your Public Records Request
Reply-To: <corissasenta@gmail.com>

Your Public Records Request

Submitted: 8/28/2018 1:24:17 PM

Name	Corissa Anderson-Horvath
Organization	
Address	<div></div> Salem Oregon 97301 0, Oregon Salem United States
Phone	(503) 267-9804
Email	corissasenta@gmail.com
Describe your request	After speaking with Madilyn Zike I am asking for all records on the complaint I started on John Fletcher and the finding that DAS made. This was a DAS investigation at ODOT started through the governors office.

<Your Public Records Request - Entries.csv>

From: [CAPPS Lindsey D * GOV](#)
To: [KLEIN Rosa * GOV](#); [PIRTLE-GUINEY Elana * GOV](#); [HODGSON Shalee * OED](#)
Cc: [LESLIE Berri * GOV](#); [BHATT Pooja * GOV](#)
Subject: PACTT Grant: Chronic Absenteeism
Date: Tuesday, August 28, 2018 3:12:29 PM
Attachments: [PACTT 2Gen Preliminary Ideas v11.docx](#)
[2Gen Grant summary \(005\).pdf](#)

Rosa, Elana and Shalee,

I wanted to make sure you had the latest strategy document that the DHS Office of Self-Sufficiency has created outlining interagency strategies for addressing chronic absenteeism -- human services, education, and workforce. Addressing chronic absenteeism is a key strategy in the Governor's education policy agenda and ODE will be bringing a policy-option package to further resource and expand the Chronic Absenteeism State Plan (HB 4002) focused on largely on K-12 schools. There are related human services and Future Ready/workforce strategies indicated in the enclosed strategy document developed through the NGA PACTT grant.

I'm sharing this with Colt Gill and Serena Stoudamire for comment, and will be attending the ACS Chronic Absenteeism Conference tomorrow afternoon and Thursday in Denver to represent Gov's Office and education on our state team where there will be additional conversation and planning around interagency alignment. Interested in any thinking you all have.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

Preliminary Ideas – revised 8/20/18

Based on the information we have gleaned from people we’ve consulted with and family voices, the following are the preliminary ideas to be further vetted in the coming weeks.

DRAFT Recommendation	Potential areas of focus	Notes on deliverables	Future Ready Oregon Alignment
<p>DRAFT Recommendation #1:</p> <p>Incorporate family and community voices on a systematic and ongoing basis</p>	<p>Include parents in advisory councils</p> <ul style="list-style-type: none"> Add families with lived experience using an equity lens in DHS Office of Self-Sufficiency’s (SSP) Family Services Review Commission (FSRC). Involve families in co-creation with SSP at the local level using an equity lens to include broad feedback on local processes. If not already in place, add family voices using an equity lens to Education and workforce system advisory councils Consider creation of a cross-agency parent council to advise key agencies along the 2Gen continuum. <p>Goal tracking and journaling platform:</p> <ul style="list-style-type: none"> Pilot an incentivized family goal tracking and journaling platform to elevate family voices and inform public policies while also providing a space for families to crowdsource solutions thereby strengthening their social capital, their networks, and their communities. The Family Independence Initiative (FII) is a good example of this. <p>Agency and school staff participate in the community and in local gatherings/meetings as appropriate to learn what</p>	<p>FSRC</p> <ul style="list-style-type: none"> No need to modify state statute and moving forward on adding participant families to FSRC Charter will be developed by _____ First meeting with a commission represented by families with lived experiences targeted by <u>February 2019</u> <p>Diverse participation of families at the local level</p> <ul style="list-style-type: none"> Draw on Human Centered Design and other best practices on how to engage families; 2Gen local guide should include these? <p>Workforce system and education will put together a plan to incorporate family voices by <u>March 2019</u>?</p> <p>Cross-agency parent involvement</p> <ul style="list-style-type: none"> Create poverty roundtable (referenced in recommendation #5) that includes parent voices <p>Goal tracking and journaling platform:</p> <ul style="list-style-type: none"> Currently working with FII on a modified Oregon FII model. Considering a pilot selecting from the PACTT 2Gen Oregon sites. Goal is to pilot by February 2019. 	

DRAFT Recommendation	Potential areas of focus	Notes on deliverables	Future Ready Oregon Alignment
	is working, where are the challenges, and next steps to address challenges.		
DRAFT Recommendation #2: Support Safe communities and schools	<u>Education/Schools</u> Goal: Create a safe, supportive, and welcoming school environment <ul style="list-style-type: none"> Implement trauma informed practice in schools, ensuring all staff have access to best practices and training on trauma informed practice. Continuously reinforce ODE policy that schools should be safe and welcoming to ALL students regardless of race, national origin, immigration, or documentation status. Ensure staff and community are aware that schools are sensitive locations where immigration enforcement activities should not take place. Make equity a practice Schools as a service site for 2Gen wraparound services where it makes sense (e.g. prioritize underrepresented communities) <u>Human Services</u> Goal: create a safe, supportive, and welcoming environment in human services offices <ul style="list-style-type: none"> Implement trauma informed practice in agency, branch offices and virtual eligibility centers Take actionable steps to make equity a practice Ensure immigrant children and families are not deterred from enrolling in critical basic needs programs by providing guidance on immigrant eligibility rules and partnering with community-based organizations to increase awareness of policies and help do outreach. 	<u>Trauma-Informed Practice</u> <ul style="list-style-type: none"> Reach out to Mandy Davis, Trauma Informed Oregon chair to discuss model and recommendations for alignment by Summer/Fall 2018. Schedule meeting with PACTT 2Gen team to discuss alignment on trauma-informed practices by Summer/Fall 2018. Meet with ODE staff regarding plan for supporting immigrant students and reinforcing safe, welcoming schools and sensitive locations by _____. Trauma-informed: <ul style="list-style-type: none"> Connect with committee exploring Trauma-informed practice in DHS SSP in Summer 2018. Make equity a practice: <ul style="list-style-type: none"> DHS all programs Diversity Leadership Forum held April 2018 where assessment of equity at 	<u>Future Ready Oregon Alignment:</u> <ul style="list-style-type: none"> Prepare our future workforce by making investments in education that uses work-based learning strategies. Ensure every student in Oregon has the opportunity to participate in work-based learning programs, available in their community.

DRAFT Recommendation	Potential areas of focus	Notes on deliverables	Future Ready Oregon Alignment
	<ul style="list-style-type: none"> Issue guidance on protecting data and personal confidentiality (e.g. immigrant families) Outstation staff in child-serving locations (where it makes sense) to provide 2Gen wraparound support Partner with Housing and Community Services to invest in housing opportunities for families who are homeless or housing insecure <p><u>Workforce System Partners</u> Create a safe, supportive, and welcoming environment in offices that offer workforce services to job seekers</p> <ul style="list-style-type: none"> Infuse trauma informed practice in offices Take actionable steps to make equity a practice 	<p>DHS was reviewed and a commitment to improve equity efforts was made.</p> <ul style="list-style-type: none"> All DHS programs, including SSP, will be working on an equity plan and dashboard by _____. DHS Director has invested in resources for Office of Equity and Multicultural Services. Resources will support staff with tools/guidance to make equity a practice. 	
<p>DRAFT Recommendation #3:</p> <p>Support efforts that create opportunity and promote local 2Gen strategies</p>	<p>Add a 2Gen lens to Future Ready Oregon planning effort</p> <ul style="list-style-type: none"> Define role of human services and others in providing wraparound support (e.g. access to child care for those in apprenticeship programs) Link apprenticeship programs with child serving programs to focus on the whole family <p>Promote local 2Gen strategies</p>	<p>SSP statewide committee is developing a local 2Gen guide to help local areas implement 2Gen strategies. Project plan has a 2019 end date.</p>	<p><u>Future Ready Oregon Alignment:</u> Prepare our current workforce by arming them with the skills they need to help Oregon’s economy grow.</p>
<p>DRAFT Recommendation #4:</p> <p>Support School Attendance Efforts</p>	<p>Continue to fund the State’s chronic absenteeism plan</p> <p>Continue to fund the Tribal Attendance (TAPP) program – make it permanent</p> <p><u>Human Services</u></p> <ul style="list-style-type: none"> Develop strategies to support the State’s chronic absenteeism plan 	<ul style="list-style-type: none"> Attend DHS SSP policy board and Eligibility Work Team for potential needed policy changes to 	<p><u>Future Ready Oregon Alignment:</u></p> <ul style="list-style-type: none"> Ensure every student in Oregon has the opportunity to participate in work-based learning programs, available in their community.

DRAFT Recommendation	Potential areas of focus	Notes on deliverables	Future Ready Oregon Alignment
	<ul style="list-style-type: none"> ○ Support activities related to school attendance in family engagement plans and provide child care and other supports as needed. ○ Support out-stationing of staff in schools or other locations to provide 2Gen wraparound support (where it makes sense, e.g. prioritize underrepresented communities)? ○ Add tools and training for staff on trauma-informed practice and using 2Gen strategies in their work ○ Partner with community organizations to promote parent education <p><u>Workforce System</u></p> <ul style="list-style-type: none"> ● Consider parents and children together when working with parents in training programs – e.g. schedule provides for parent attendance in training and student school attendance. 	<p>support school activities in family engagement plans by Fall 2018.</p> <ul style="list-style-type: none"> ● Present before District and Program Managers to plan for out stationing staff in locations where it makes sense based on prioritizing populations and considering resource limitations by Fall/Winter 2018 (for the conversation). Need date by which out stationing should begin. ● Connect with committee exploring Trauma-informed practice in DHS SSP in Summer 2018. 	<ul style="list-style-type: none"> ● Prepare our current workforce by arming them with the skills they need to help Oregon’s economy grow.
<p>DRAFT Recommendation #5:</p> <p>Formalize Cross-Agency 2Gen Efforts Alignment</p>	<p>Formalize a 2Gen body that focuses on poverty reduction and brings together agencies and service providers along the 2Gen continuum (adult-serving and child-serving).</p> <ul style="list-style-type: none"> ● Solicit the support of key legislative membership and Governors’ office. ● Maximize current efforts to integrate poverty reduction work in the state and involve key state agencies as well as non-profit and private partners. <p>Improve service coordination for multi-service involved families, (e.g. co-locating services)</p> <p>Improve data sharing</p>	<p>2Gen Poverty Roundtable:</p> <ul style="list-style-type: none"> ● Two planning meetings have occurred for Poverty Roundtable. ● Next planning meeting 9/5/18 for small core group (DHS, Housing, Education, Workforce System, housing/asset development partners, food security advocacy, children/family advocacy, participant parent families) ● Working on a date for a gathering/conference <p>AISP planning grant</p>	<p><u>Future Ready Oregon Alignment:</u></p> <ul style="list-style-type: none"> ● Prepare our current workforce by arming them with the skills they need to help Oregon’s economy grow.

DRAFT Recommendation	Potential areas of focus	Notes on deliverables	Future Ready Oregon Alignment
	<ul style="list-style-type: none"> Maximize the AISP planning grant to share data from Education, Workforce, and Human Services and others – to evaluate our efforts and to track outcomes for parents and children together. Encourage local MOU's and share best practices to facilitate collaboration and data sharing as needed and in support of 2Gen strategies. See below preliminary metrics for opportunities to measure outcomes. 	<ul style="list-style-type: none"> PACTT 2Gen team member is now part of the AISP planning group. Incorporate education data within DHS Integrated Client Services database by Winter 2018? <p>MOU's</p> <ul style="list-style-type: none"> Collect examples of effective local MOU's and share best practice document with the field by end of 2018. 	

Potential Evaluation Metrics – Looking at outcomes for parents and children together

With Oregon Legislative Support, adopt the following new annual Key Performance Measures for the DHS Office of Self-Sufficiency:

1. Percent of households at or above a living wage (four quarters after leaving SSP)
2. Percent of households with housing stability
3. Percent of households with food security
4. Percent of households with a sense of self-efficacy/hope

Other potential metrics

- *Percent of households earning a living wage within a year of leaving all DHS Self-Sufficiency Program (SSP) services.*
- *Percent of SSP children who are Kindergarten ready*
 - *In households earning a living wage*
 - *In households earning less than a living wage*
- *Percent of SSP children who regularly attend school*
 - *In households earning a living wage*
 - *In households earning less than a living wage*

DRAFT

- *Percent of SSP children who graduate from high school*
 - *In households earning a living wage*
 - *In households earning less than a living wage*
- *Implement a measure regarding the Cliff Effect*

Parents and Children Thriving Together (PACTT): Two-Generation State Policy Grant

Background

The National Governors Association ([NGA](#)) and the Center for Law and Social Policy ([CLASP](#)) announced a technical assistance grant to help states create a two-generation plan to better meet the needs of low-income families. Oregon along with four other states (Colorado, Georgia, Minnesota, and New Jersey) were selected for the grant.

[Two-generation strategies](#) seek to simultaneously promote children's learning and healthy development while promoting the parents' success as both caregivers and breadwinners.

Oregon will participate in technical assistance and peer networking and receive financial support to develop and implement a two-generation plan to achieve statewide systems change across human services, workforce, and education policy areas.

Problems Oregon hopes to address and approved proposal

Oregon ranks third worst in high school graduation¹. Oregon also has high rates of student chronic absenteeism. Chronic absenteeism increases achievement gaps at the elementary, middle, and high school levels². A May 2016 report on chronic absenteeism by the Oregon Chief Education Officer found that the highest rates of absenteeism were among students of color, students living in tribal communities, students with disabilities, and students living in poverty³. Research on chronic absenteeism concludes that attending school means succeeding in school, particularly for the most vulnerable students who live in poverty⁴.

¹ http://www.oregonlive.com/education/index.ssf/2016/10/oregon_graduation_rate_falls_t.html

² Balfanz, Byrnes. May 2012. *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. Johns Hopkins University School of Education. http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf

³ May, 2016. Chronic Absenteeism Report, Chief Education Office. <http://education.oregon.gov/oregon-dives-into-solving-a-statewide-problem/>

⁴ Balfanz, Byrnes. May 2012. *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. Johns Hopkins University School of Education.

Through this grant, Oregon aims to disrupt inter-generational poverty by creating a two-generation, client-informed plan to:

- raise the school attendance rates of the most disadvantaged children and youth,
- help their parents achieve economic security (as they define it and can include access to training/education, access to good jobs), and
- support the parents' role as caregivers (as they define it and can include access to services, support networks, etc.).

The target population will be children and youth who are chronically absent from school whose families are connected with the Department of Human Services' Self-Sufficiency and/or Child Welfare programs. Five Oregon areas were selected using criteria such as unemployment rates, poverty level, urbanicity, school attendance rates, graduation rates, geography, and the diversity of their racial/ethnic composition. The areas are:

- Riddle (in Douglas County),
- Jefferson County,
- Lincoln County,
- Multnomah County, and
- Umatilla City (in Umatilla County)

A team will then engage these communities in [human-centered design](#) (HCD), which begins with the end-users at the heart of the process by involving them as co-creators of meaningful solutions tailor made to suit their needs. Through HCD participants will be able to (1) develop local two-generation solutions and (2) share their diverse views with policy-makers and agency heads who are charting the course for statewide systems.

Oregon's two-generation grant partners

Oregon seeks to develop a client-informed two-generation plan that achieves system change across human services, workforce development, and education. The Department of Human Services (DHS) is the lead agency working with Oregon Department of Education and workforce system partners.

For more information please contact:

- Dan Haun, Deputy Director, Office of Self-Sufficiency Programs (SSP) at Daniel.R.Haun@state.or.us (503) 945-6260
- Xochitl Esparza, SSP Innovation Manager at Xochitl.Esparza@state.or.us (503) 945-6122.
- Robin Shobe, Education Specialist II, Oregon Department of Education at Robin.Shobe@state.or.us (503) 320-1720
- Shalee Hodgson, System Alignment Manager, Workforce Investments at Shalee.Hodgson@state.or.us (503) 947-1563

From: [KONDAYEN Kate * GOV](#)
To: [CAPPS Lindsey D * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: FW: On deadline: school days v. instructional hours
Date: Tuesday, August 28, 2018 3:17:14 PM

Lindsey, you okay with me saying "In most districts, yes." Or just confirming more generally?

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>
Date: Tuesday, August 28, 2018 at 2:45 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: On deadline: school days v. instructional hours

Hi Kate -

So just to clear, are you saying that by increasing the year to 180 days, that instructional hours will automatically increase, as well?

Thanks.

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To: Paris Achen
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Hi Paris,

You're correct that Oregon currently doesn't track days. Whether it's expressed in instructional hours or school days, students will benefit from more classroom time with their teachers, and Governor Brown's agenda proposal is to bring that classroom time average in line with national standards, which is around 180 days.

Best,
Kate

Kate Kondayen
Press Secretary

Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>

Date: Tuesday, August 28, 2018 at 10:09 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Fw: On deadline: school days v. instructional hours

Additionally, if she were to increase the minimum instructional hours, what number would she choose? If the minimum instructional hours remain the same, what difference would a longer school year make?

From: Paris Achen

Sent: Tuesday, August 28, 2018 9:21 AM

To: KONDAYEN Kate * GOV

Cc: Joe Beach

Subject: Re: On deadline: school days v. instructional hours

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In the governor's policy plan, would she leave the instructional hour requirement the same while increasing the mandatory school days? Why or why not?

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Thank you for your time.

Sincerely,

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Monday, August 27, 2018 11:14 AM
To: Paris Achen
Cc: jbeach@capitalpress.com; cwithycombe@eomediagroup.com
Subject: Re: On deadline: Goals for Oregon's Schools

Hi Paris!

The Governor strongly believes that in order to effect change for Oregon's students, a multi-pronged approach is vital. The components of the Governor's policy agenda announced today will be reflected in her statewide budget that will be delivered in late November and in the coming years. The policy agenda is aligned with the overarching goals of the Student Success Committee.

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Date: Monday, August 27, 2018 at 10:10 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>,
"christian@katebrownfororegon.com" <christian@katebrownfororegon.com>
Subject: Fw: On deadline: Goals for Oregon's Schools

Also...how does this agenda compare with the goals of the joint legislative committee on student success?

Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: Paris Achen

Sent: Monday, August 27, 2018 10:08 AM

To: KONDAYEN Kate * GOV; christian@katebrownfororegon.com

Cc: Joe Beach; Claire Withycombe

Subject: On deadline: Goals for Oregon's Schools

Hi Kate and Christian -

What does the release of this education policy agenda mean? Is this just what she would like to do?

How much or little of this plan will be included in her 2019-21 budget proposal? How much does this plan cost?

What other actions does she plan to take to execute this agenda?

How will this policy agenda be used in others way? For instance, will it be included her platform for reelection?

I am on deadline for before 6 p.m. today, (Monday).

Thank you.

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Portland Tribune

mobile 541-840-3626

From: Governor Kate Brown Press Office <governors.press=das.state.or.us@mail72.us4.mcsv.net>
on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>
Sent: Monday, August 27, 2018 9:14 AM
To: Paris Achen
Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career](#).

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full, 180-day school year; and increased investments in career technical education and post-secondary pathways."

[Governor Brown's agenda](#) for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and

experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. A multi-pronged approach is essential to address the needs relating to the "whole child," as no single solution will change the future of Oregon's students. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

###

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[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

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From: [KLEIN Rosa * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: Paragraph on Foster Care for your Whitepaper
Date: Tuesday, August 28, 2018 3:23:53 PM

Additionally, children from families experiencing poverty are more likely to be neglected and abused, and in fact, poverty is often considered the single best predictor of child maltreatment, especially child neglect. Data compiled by the Third National Incidence Study of Child Abuse and Neglect show that children from families with annual incomes below \$15,000 were over 22 times more likely to experience maltreatment than children from families whose income exceeded \$30,000. <https://www.childwelfare.gov/topics/systemwide/statistics/nis/>. In Oregon, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. Parental substance use disorders are involved with nearly ¾ of foster care placements. (Estimate is derived from a 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul)

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
Pronouns: She/Her/Hers

From: [LESLIE Berri * GOV](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: Re: E-Board Request Update
Date: Tuesday, August 28, 2018 3:24:29 PM

Got it-thank you.

Sent from my iPhone

On Aug 28, 2018, at 12:03 PM, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov> wrote:

Berri and Debbie,

I spoke to Doug Wilson and have followed-up with Pooja and Miriam. A few initial takeaways to update you both on:

Policy and Program Rationale

- 1) Address the financial sustainability of the overall request in the coming biennia (and future biennia).
- 2) With regard to Baby Promise proposal:
 - a) Identify specific authority provided to implement program pilot in the current biennium
 - b) How does this specific proposal fit within, align with or otherwise improve existing ELD program or services

Providing Additional Information to LFO Analysts

Doug was pretty adamant about meeting after the final letter is complete, not before. ELD is working to schedule a meeting with LFO Thursday or Friday to include myself, Lisa Pearson and Rick Cramer and Doug's LFO Human Services counterpart Laurie Byerly.

September E-Board Process

Doug is the assigned to provide the staff recommendation to the E-Board but will not be present for the E-Board meeting. He was not sure a W&M subcommittee will be assigned to hear the request prior to the E-Board or that the W&M education subcommittee will meet.

Let me know if you have questions.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green
503.373.1283
debbie.green@state.or.u

From: [LESLIE Berri * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: Re: Paragraph on Foster Care for your Whitepaper
Date: Tuesday, August 28, 2018 3:25:18 PM

Thank you!

Sent from my iPhone

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From: [CAPPS Lindsey D * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: RE: On deadline: school days v. instructional hours
Date: Tuesday, August 28, 2018 3:33:36 PM

I'm calling you now.

From: KONDAYEN Kate * GOV
Sent: Tuesday, August 28, 2018 3:17 PM
To: CAPPS Lindsey D * GOV
Cc: BHATT Pooja * GOV
Subject: FW: On deadline: school days v. instructional hours

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mobile 541-840-3626

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From: Governor Kate Brown Press Office <governors.press=das.state.or.us@mail72.us4.mcsv.net>
on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>

Sent: Monday, August 27, 2018 9:14 AM

To: Paris Achen

Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:

[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

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From: [KLEIN Rosa * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: FW: Paragraph on Foster Care for your Whitepaper
Date: Tuesday, August 28, 2018 3:47:52 PM

Revised!

For example, there is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 percent and 50 percent of the prison population grew up in families in the bottom quintile of income distribution.^[1] And in 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households. (Looney, 2018). Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon’s total population.^[2]

Additionally, children from families experiencing poverty are more likely to be neglected and abused, and in fact, Data from the Fourth National Incidence Study of Child Abuse and Neglect (<https://www.childwelfare.gov/topics/systemwide/statistics/nis/>) show that poverty is a reliable predictor of maltreatment- especially neglect. That study found that children from families with low incomes were more than 3 times as likely to be abused and about 7 times as likely to be neglected. In Oregon, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. Parental substance use disorders are involved with nearly ¾ of foster care placements. (Estimate is derived from a 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul)

Despite an improving economy, more and more Oregon children are experiencing poverty and homelessness. In 2017, Oregon had the second-highest rate of unsheltered homelessness among people in households with children in the U.S.^[3] The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members, sometimes in dangerous and unhealthy conditions. In some counties, more than 10 percent of students are experiencing a form of homelessness.^[4] Families with children under five are twice as likely to experience poverty – families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.^[5]

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov

Pronouns: She/Her/Hers

From: LESLIE Berri * GOV
Sent: Tuesday, August 28, 2018 3:25 PM
To: KLEIN Rosa * GOV <Rosa.KLEIN@oregon.gov>
Subject: Re: Paragraph on Foster Care for your Whitepaper

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[1] Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

[2] Oregon Youth Authority Quick Facts. January 2018

[3] Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

[3] U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development,

2017).

[4] In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources

[5] The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

From: [LESLIE Berri * GOV](#)
To: [ALLEN Patrick](#); [CAPPS Lindsey D * GOV](#); [GILL Colt - ODE](#); [PAKSERESHT Fariborz](#); [CALDERON Miriam - ELD](#); [SALAZAR Margaret * HCS](#); [EDLUND Tina * GOV](#); [KLEIN Rosa * GOV](#); [BUNCH Chelsea * HCS](#); [WILCOX Cate S](#); [Sen.ElizabethSteinerHayward@oregonlegislature.gov](#); [Souza Theresa](#); [HARGUNANI DANA](#); [LABAR James * GOV](#); [DEHERRERA DEBBIE A](#); [FERDER Cassandra L - ELD](#); [SEN SteinerHayward](#); [CURRENT Greg * HCS](#); [BELLATTY Paul T](#); [TORAN Kay](#); [Nan.WALLER@ojd.state.or.us](#); [Brenda Frank](#); [Rep.DuaneStark@oregonlegislature.gov](#); [MANDELL David P - ELD](#); [ROMAN Linda * GOV](#); [suemiller500@gmail.com](#); [BRICKMAN Tamara M * DAS](#); [PEARSON Lisa * DAS](#); [CONNOLLY Cathleen Z * DAS](#); [KONDAYEN Kate * GOV](#); [Mary Louise McClintock](#); [KORESKEI Debbie * GOV](#); [BHATT Pooja * GOV](#); [STOUDAMIRE Serena - ODE](#); [NAUGHTON George M * DAS](#); [FREDLUND Kim](#); [REP Lively](#); [WILLIAMS Kara - ODE](#); [Linda Craven](#); [MICKELSON Sara - ELD](#); [Purdy Jordan E](#); [ROSSELLI Hilda - CEEdO](#); [Swati Adarker](#); [Andi Easton](#); [HOLCOMB CHELSEA](#); [Jon Eames](#); [MACDONALD Thomas * DAS](#); [REP Bonham](#); [RHOADES Jeffrey * GOV](#); [Richardson Reginald](#); [BOLTON Megan * HCS](#); [HAHN Christy * HCS](#); [KOLB KIRSTEN C](#); [NELSON Ariel * HCS](#); [REEVES Jon -ELD](#); [Rep. Keny-Guyer](#); [SEGUIN Claire * HCS](#); [SMILEYWOLFE Taylor](#); [TAYLOR Dawn - ELD](#); [PINHEIRO Lisa - ELD](#); [Eva Rippeteau](#)
Cc: [ARROYO Sheril * GOV](#); [LESLIE Berri * GOV](#)
Subject: Agenda for 9/4 Children's Cabinet & Timeline for Materials
Date: Tuesday, August 28, 2018 3:53:00 PM
Attachments: [Children Cabinet Agenda 09.04.2018.docx](#)

Greetings,

I'm really looking forward to our September 4th Children's Cabinet meeting with the Governor. You've all worked incredibly hard this summer and we have a lot of great work to present. I'll be sending you a number of emails and documents this week so want you to have a timeline of what to expect and when:

- August 28th – see attached agenda for the meeting on September 4 – policy leads and work group chairs please see your presentation roles.
- August 31st – each of you will receive a DRAFT of the Governor's policy statement called "Addressing Root Causes: A 5-year plan for Oregon's Vulnerable Families." Obviously we'd love your feedback and comments on that report.
- September 3rd – I will send you an email with the materials we will be reviewing during the cabinet meeting. Please check your email inbox on this day. I'm sorry this is coming out only a day before the meeting but we have work groups meeting all through this week and I want those conversations to influence the final product.

If you haven't already, please make sure to let Sheril know whether you will be in person or by phone or not attending the 9/4 cabinet meeting. It will be a large group so we want to be sure we have enough chairs and handouts.

Thank you again!

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

Children's Cabinet
Work Group Recommendations

September 4, 2018

3:30 – 5:00 pm

Oregon State Capitol – Governor's Conference Room – Suite 254

Call-in option:

Number: [REDACTED]

Access Code: [REDACTED]

Welcome - Governor Brown	3:30-3:40
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Recommendations:

Early Care and Education - Mary Louise McClintock	3:40-4:00
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Recommendations:

Housing - Margaret Salazar	4:00-4:20
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Recommendations:

Healthy Families - Senator Steiner Hayward	4:20-4:40
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Recommendations:

Preschool & Early Learning Work Force Development – Sue Miller	4:40-5:00
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From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Cc: [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Subject: Re: Back To School Twitter Plan
Date: Tuesday, August 28, 2018 3:58:49 PM

Hi Marc,

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Does that work?

Thanks!

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Thursday, August 16, 2018 at 7:59 PM

To: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>

Subject: Re: Back To School Twitter Plan

+my colleagues Nikki and Natalie as an FYI.

I will circle back to you next week after I've had a chance to connect with them on what we will push on social.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Date: Wednesday, August 15, 2018 at 6:18 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Back To School Twitter Plan

Kate,

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Please let me know what you think.

Thanks.



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Marc Siegel

Communications Director

Oregon Department of Education

503-947-5650 | 971-239-7982

Marc.siegel@state.or.us | www.oregon.gov/ode

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [RUDY Peter - ODE](#)
Cc: [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Subject: Re: Back To School Twitter Plan
Date: Tuesday, August 28, 2018 4:10:07 PM

Thanks Kate. This looks good to me. Peter is this good with you?

Get [Outlook for iOS](#)

From: KONDAYEN Kate * GOV <kate.kondayen@oregon.gov>
Sent: Tuesday, August 28, 2018 3:58 PM
To: SIEGEL Marc - ODE
Cc: FISHER Nikki * GOV; KING Natalie * GOV
Subject: Re: Back To School Twitter Plan

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family/equity/NativeAmericanEducation/Pages/Tribal-Attendance-Pilot-Projects.aspx

Does that work?

Thanks!

Kate

Kate Kondayen

Press Secretary

Office of Governor Kate Brown

O: 503.378.6496 | **M:** 503.689.0248

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Thursday, August 16, 2018 at 7:59 PM

To: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>

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To: [RUDY Peter - ODE](#); [SIEGEL Marc - ODE](#)
Cc: [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Subject: Re: Back To School Twitter Plan
Date: Tuesday, August 28, 2018 4:21:43 PM

Exactly! Thanks, Peter!

From: RUDY Peter - ODE <peter.rudy@state.or.us>
Date: Tuesday, August 28, 2018 at 4:15 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, SIEGEL Marc - ODE <marc.siegel@state.or.us>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Subject: RE: Back To School Twitter Plan

Just to clarify, you're fine with us posting the others (minus the Kindergarten one), you're just suggesting/recommending that these three be posted on these three dates? That works for me!

Peter J. Rudy
Public Affairs Specialist
Office of the Deputy Superintendent
O: 503.947.5920 | C: 503.385.3350
Peter.Rudy@state.or.us | www.oregon.gov/ode



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From: SIEGEL Marc - ODE
Sent: Tuesday, August 28, 2018 4:10 PM
To: KONDAYEN Kate * GOV <kate.kondayen@oregon.gov>; RUDY Peter - ODE <Peter.Rudy@ode.state.or.us>
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From: [LESLIE Berri * GOV](#)
To: [HUTCHINGS Laura * GOV](#); [KLEIN Rosa * GOV](#)
Subject: RE: invite for GKB, your thoughts?
Date: Tuesday, August 28, 2018 4:22:33 PM

Both Rosa and I would love to see the Governor do this if possible.

From: HUTCHINGS Laura * GOV
Sent: Tuesday, August 28, 2018 9:27 AM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; KLEIN Rosa * GOV <Rosa.KLEIN@oregon.gov>
Subject: invite for GKB, your thoughts?

Good morning! Stormy asked me to route the request below to you both and ask for your input. Is this one we should try to accommodate to the Governor's schedule? Thanks!

~ Laura

Laura Hutchings

Assistant Scheduler to the Governor
Executive Assistant to Deputy Chief of Staff Gina Zejdlik
Office of Governor Kate Brown

900 Court Street NE, Salem, OR 97301 | phone: 503-378-6645 | laura.hutchings@oregon.gov

From: ORPrdSupport@egov.com [<mailto:ORPrdSupport@egov.com>] **On Behalf Of**
becky@childabuseintervention.org
Sent: Friday, August 24, 2018 4:19 PM
To: HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>
Subject: Input Received: Submit your request here

Submit your request here

Submitted: 8/24/2018 4:18:59 PM

Name	Becky Jones
Email	becky@childabuseintervention.org
Phone	(530) 304-9148
Host organization name (if applicable)	Oregon Network of Child Abuse Intervention Centers
Name of the event	

Date	10/11/2018
Event start time	06:30 AM
Event end time	08:30 AM
Location, including street address and room name or number, if applicable	Multnomah Athletic Club1849 SW Salmon St Portland, Oregon 97205 United States
Name and cell number of on-site contact at event	Alison Kelley, Board Chair, 503-990-0915
Purpose of event/desired outcomes (e.g., "To recognize the OSU Women's basketball team")	To discuss the importance of child abuse prevention and intervention work in Oregon, the vital role and services provided by Child Abuse Intervention Centers and its supporting statewide organization, the Oregon Network of Child Abuse Intervention Centers. Board members from other statewide networks such as Children's Trust Fund and Prevent Child Abuse Oregon will also be invited and encouraged to discuss the vital work of their organizations, systems, and advocacy efforts.
Role Governor is to play	Keynote address
If other, please describe	Please feel free to also discuss your vision for keeping children safe and nurtured in Oregon and how that might impact your other large goals.
Event schedule, line up, or run of show	We plan to serve light food, and refreshments will be available. We will likely have our Board Chair and/or the Executive Director of one of our Child Abuse Intervention Centers speak to what they do each day. We will introduce our new Executive Director. We may include a testimony from a survivor, but that will be up to whether any survivors identify that they would like to participate in this way.
Start time for Governor's role	7:00 PM
End time for Governor's role	7:15 AM
Will media/press be in attendance?	Yes

If so, who is expected or has been invited?	We will release a press release. Unsure, about next steps.
Who will be introducing the Governor (if applicable)	Either Kevin Dowling, ED of CARES NW serving Multnomah and Washington Counties, or Alison Kelley, Board Chair of the Network and ED of Liberty House in Salem, OR
Room arrangement	Casual/Reception
Approximate number of attendees	70
Podium and microphone available?	Yes
Other information [web site URL, dress code, parking, First Spouse invited, VIPs present, etc.]	Thanks for your consideration! Our website is www.childabuseintervention.org . Dress code is business casual. First Spouse is invited!

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#)
Cc: [CAPPS Lindsey D * GOV](#)
Subject: Re: On deadline: school days v. instructional hours
Date: Tuesday, August 28, 2018 4:33:03 PM

Pooja and Chris, this is where Lindsey and I landed.

The Governor wants to ensure that Oregon's students have the same access to opportunities for learning as students in other states that have longer school years. In short, likely, yes, but not automatically. It depends on the district and their current school days.

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Tuesday, August 28, 2018 at 3:33 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: RE: On deadline: school days v. instructional hours

I'm calling you now.

From: KONDAYEN Kate * GOV
Sent: Tuesday, August 28, 2018 3:17 PM
To: CAPPS Lindsey D * GOV
Cc: BHATT Pooja * GOV
Subject: FW: On deadline: school days v. instructional hours

Lindsey, you okay with me saying "In most districts, yes." Or just confirming more generally?

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>
Date: Tuesday, August 28, 2018 at 2:45 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: On deadline: school days v. instructional hours

Hi Kate -

So just to clear, are you saying that by increasing the year to 180 days, that instructional hours will automatically increase, as well?

Thanks.

- Paris

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Sent: Tuesday, August 28, 2018 1:26 PM

To: Paris Achen

Subject: Re: On deadline: school days v. instructional hours

Hi Paris,

You're correct that Oregon currently doesn't track days. Whether it's expressed in instructional hours or school days, students will benefit from more classroom time with their teachers, and Governor Brown's agenda proposal is to bring that classroom time average in line with national standards, which is around 180 days.

Best,
Kate

Kate Kondayen

Press Secretary

Office of Governor Kate Brown

O: 503.378.6496 | **M:** 503.689.0248

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>

Date: Tuesday, August 28, 2018 at 10:09 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Fw: On deadline: school days v. instructional hours

Additionally, if she were to increase the minimum instructional hours, what number would she choose? If the minimum instructional hours remain the same, what difference would a longer school year make?

From: Paris Achen

Sent: Tuesday, August 28, 2018 9:21 AM

To: KONDAYEN Kate * GOV

Cc: Joe Beach

Subject: Re: On deadline: school days v. instructional hours

Hi Kate -

Both Gov. Brown and Rep. Buehler have proposed requiring a 180-day school year.

Currently, there is no mandate on the number of days school must be in session. The average for 2017-18 was 162.3 days in 2017-18, according to my calculation of data tracked by the Oregon Department of Education.

But there is a requirement that elementary and middle school students have a minimum of 900 instructional hours and high school students have about 990 hours.

In the governor's policy plan, would she leave the instructional hour requirement the same while increasing the mandatory school days? Why or why not?

I am on deadline for today.

Thank you for your time.

Sincerely,

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Sent: Monday, August 27, 2018 11:14 AM

To: Paris Achen

Cc: jbeach@capitalpress.com; cwithycombe@eomediagroup.com

Subject: Re: On deadline: Goals for Oregon's Schools

Hi Paris!

The Governor strongly believes that in order to effect change for Oregon's students, a multi-pronged approach is vital. The components of the Governor's policy agenda announced today will be reflected in her statewide budget that will be delivered in late November and in the coming years. The policy agenda is aligned with the overarching goals of the Student Success Committee.

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Office of Governor Kate Brown
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Date: Monday, August 27, 2018 at 10:10 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>,
"christian@katebrownfororegon.com" <christian@katebrownfororegon.com>
Subject: Fw: On deadline: Goals for Oregon's Schools

Also...how does this agenda compare with the goals of the joint legislative committee on student success?

Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: Paris Achen
Sent: Monday, August 27, 2018 10:08 AM
To: KONDAYEN Kate * GOV; christian@katebrownfororegon.com
Cc: Joe Beach; Claire Withycombe
Subject: On deadline: Goals for Oregon's Schools

Hi Kate and Christian -

What does the release of this education policy agenda mean? Is this just what she would like to do?

How much or little of this plan will be included in her 2019-21 budget proposal? How much does this plan cost?

What other actions does she plan to take to execute this agenda?

How will this policy agenda be used in others way? For instance, will it be included her platform for reelection?

I am on deadline for before 6 p.m. today, (Monday).

Thank you.

- Paris Achen

Portland Tribune

mobile 541-840-3626

From: Governor Kate Brown Press Office <governors.press=das.state.or.us@mail72.us4.mcsv.net>
on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>

Sent: Monday, August 27, 2018 9:14 AM

To: Paris Achen

Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

*New strategies include expansion of preschool, career and technical
education, and school year; reduction of K-3 class sizes*

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career](#).

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full, 180-day school year; and increased investments in career technical education and post-secondary pathways."

[Governor Brown's agenda](#) for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. A multi-pronged approach is essential to address the needs relating to the "whole child," as no single solution will change the future of Oregon's students. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

###

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[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

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Oregon Office of the Governor • 254 State Capitol • 900 Court Street NE • Salem, Oregon 97301 • USA

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: Re: On deadline: school days v. instructional hours
Date: Tuesday, August 28, 2018 4:38:33 PM

Looks good.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 28, 2018, at 4:33 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Pooja and Chris, this is where Lindsey and I landed.

The Governor wants to ensure that Oregon's students have the same access to opportunities for learning as students in other states that have longer school years. In short, likely, yes, but not automatically. It depends on the district and their current school days.

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Date: Tuesday, August 28, 2018 at 3:33 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: RE: On deadline: school days v. instructional hours

I'm calling you now.

From: KONDAYEN Kate * GOV
Sent: Tuesday, August 28, 2018 3:17 PM
To: CAPPS Lindsey D * GOV
Cc: BHATT Pooja * GOV
Subject: FW: On deadline: school days v. instructional hours

Lindsey, you okay with me saying "In most districts, yes." Or just confirming more generally?

From: "pachen@portlandtribune.com" <pachen@portlandtribune.com>
Date: Tuesday, August 28, 2018 at 2:45 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: On deadline: school days v. instructional hours

Hi Kate -

So just to clear, are you saying that by increasing the year to 180 days, that

instructional hours will automatically increase, as well?

Thanks.

- Paris

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Sent: Tuesday, August 28, 2018 1:26 PM

To: Paris Achen

Subject: Re: On deadline: school days v. instructional hours

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Cc: Joe Beach

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Portland Tribune

mobile 541-840-3626

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To: Paris Achen

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Portland Tribune

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Sent: Monday, August 27, 2018 9:14 AM
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Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for

Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

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From: [MORAWSKI Lisa - CEDO](#)
To: [CAPPS Lindsey D * GOV](#)
Cc: [STARR John - CEEdO](#)
Subject: prioritization for ARB
Date: Tuesday, August 28, 2018 4:40:58 PM
Attachments: [2018.08.28 107bf23 spreadsheet.xls](#)

Hi Lindsey,

Attached is the program prioritization for inclusion in the ARB. Should we talk about the order of the priorities or are they OK as listed?

Thanks,

Lisa

Lisa Morawski
Public Affairs Director
Chief Education Office
503-510-5576
Education.oregon.gov

PROGRAM PRIORITIZATION FOR 2019-21

Agency Name: Chief Education Office																			Agency Number		524000				
2019-21 Biennium																									
Agency-Wide Priorities for 2019-21 Biennium																									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Priority (ranked with highest priority first)	Agency Initials	Program or Activity Initials	Program Unit/Activity Description	Identify Key Performance Measure(s)	Primary Purpose Program- Activity Code	GF	LF	OF	NL-OF	FF	NL-FF	TOTAL FUNDS	Pos.	FTE	New or Enhanced Program (Y/N)	Included as Reduction Option (Y/N)	Legal Req. Code (C, D, FM, FO, S)	Legal Citation	Explain What is Mandatory (for C, FM, and FO Only)	Comments on Proposed Changes to CSL Included in Agency Request					
Agcy	Prgm/ Div																								
1		CEdO	Policy, Operations	Coordinating with education stakeholders to establish a unified public education system that ensures all public school students in this state reach the educational goals established for Oregon	1,2,3	7						\$ 7,887,822		5.00	N	N		SB 909, DB 215							
2		CEdO	Educator Advancement Council	Designing and implementing a statewide system to support the Oregon Statewide Longitudinal Data System		7						\$ -		2.00	Y	N		SB 182							
3		CEdO	Research and Data (SLDS)	The Oregon Statewide Longitudinal Data System collects and maintains detailed and high-quality data that are linked across entities and over time, providing a complete academic and performance history for each student and makes these data accessible through reporting and analysis tools. The analytics will support the data contained within the SLDS to support key educational initiatives, specific cross-agency research questions, and development of policy initiatives to support the unified educational system		7						\$ -		9.00	Y	N		SB 909, DB 215							
												\$ -													
												\$ -													
												\$ -													
												\$ -													
												\$ -													
												\$ 7,887,822		0	16.00										

7. Primary Purpose Program/Activity Exists

- 1 Civil Justice
- 2 Community Development
- 3 Consumer Protection
- 4 Administrative Function
- 5 Criminal Justice
- 6 Economic Development
- 7 Education & Skill Development
- 8 Emergency Services
- 9 Environmental Protection
- 10 Public Health
- 11 Recreation, Heritage, or Cultural
- 12 Social Support

19. Legal Requirement Code

- C Constitutional
- D Debt Service
- FM Federal - Mandatory
- FO Federal - Optional (once you choose to participate, certain requirements exist)
- S Statutory

Prioritize each program activity for the Agency as a whole

Document criteria used to prioritize activities

Note: SLDS funding is included in the total for CEdO. A separate IT priority submittal has been submitted for 2019-2021 biennium consideration to enhance the SLDS to include OHA, DHS, DOC, and TSPC

From: [MORAWSKI Lisa - CEDO](#)
To: [STARR John - CEEdO](#); [CAPPS Lindsey D * GOV](#)
Subject: POP narrative
Date: Tuesday, August 28, 2018 4:56:36 PM
Attachments: [19-21 ARB Essential and Policy Package Narrative-DRAFT.doc](#)
Importance: High

Lindsey,

Could you take a look at the POP narrative, particularly the beginning? It's similar to the agency summary, but I added a couple of points after Lisa P emphasizing that this needs to make clear how our agency is different from the OEIB.

Also, John, can you insert the dollar figures?

And both, could you look at the quantifying results? That is the measure piece that we really haven't talked about.

Should we set up a quick call tomorrow to touch base on everything?

Thanks,
Lisa

Lisa Morawski
Public Affairs Director
Chief Education Office
503-510-5576
Education.oregon.gov

BUDGET NARRATIVE

Essential and Policy Package Narrative

Policy Package 101 – Chief Education Office Restructure

Purpose:

The Governor’s vision for education is a seamless education system from cradle to career, where every student graduates high school with a plan for their future. In order to achieve that vision, education agencies, programs, and sector must be coordinated and working together. We need to be data driven and ensure investments are focused on proven strategies to support students and help them succeed.

The Chief Education Office is the only agency charged with planning, policy, and coordination across the entire spectrum of a student’s journey through the education system and into the workforce. Although the agency was born as a result of the dissolution of the Oregon Education Investment Board in 2015, there are stark differences between the former OEIB and the organization as it stands today. Instead of acting as an oversight body, the Chief Education Office plays a supportive role to its partner education agencies and works side by side with the agencies to solve cross-sector issues. The Chief Education Office also is leading efforts to move the education system to a more data and evidence-based research approach to developing policy and investment proposals. Continuing this work is critical for Oregon to meet its educational goals and for all students to have equitable opportunities for success.

This Policy Package requests investments to allow the Chief Education Office to implement three strategies:

1. **Policy and coordination:** coordinating cross-sector and multiple-agency planning consistent with statute.
2. **Data and research:** conducting cross-agency research and identifying and implementing best practices around the state.

3. **Educator Advancement Council:** enhancing educators’ access to professional learning and supports throughout their career and throughout the education continuum.

How Achieved:

Strategy 1: Policy and coordination

The Chief Education Office has been charged by the Legislature under statute to convene and coordinate across education sectors, state education agencies, boards and commissions, stakeholders and communities to ensure an equitable, culturally-responsive system of education; to review and monitor attainment of state education goals; and to ensure successful student transitions between early learning and K-12 education and K-12 education and higher education.

If this work does not continue, Oregon risks returning to a more siloed approach to education policy, in which opportunities to support students – particularly through key transitions – is missed.

The estimated cost for this strategy is \$xxxxxx. This strategy includes reclassifying a position to a PEM G and retaining an operations and policy analyst 1 to lead and implement cross-sector projects.

Strategy 2: Data and research

The Chief Education Office is launching the Statewide Longitudinal Data System (SLDS) in 2018. The SLDS provides secure, non-identifiable data about Oregon students as they move through the education system and into the workforce. The SLDS is a powerful research tool that will provide the state an opportunity to take an evidence-based, data-driven approach to developing policy and making strategic investments aimed at improving student outcomes in an equitable way. The system currently includes data from education agencies and the Employment Department. In the coming years, the SLDS plans to add data from additional agencies, such as Human Services and Corrections.

BUDGET NARRATIVE

The SLDS team has been focused on building the system and making it operational, and there is currently no resource to serve as the day-to-day contact for users. We expect a large volume of internal and external users, which will require additional resources to ensure these users can access technical support and that the system is consistently functioning at a high level.

In addition to launching the SLDS, the Chief Education Office is convening partner agencies to develop a cross-agency research agenda focused on socio-ecological, systems-level, holistic factors that influence and impact youth and adult success in education and beyond. The SLDS will be a key resource in achieving this research agenda.

The Chief Education Office research team currently consists of highly skilled researchers who are focused on the development of research methodologies, evaluation procedures, and coordination of cross-sector research work with key internal and external stakeholders. With the SLDS operational, there will be an increased need for responding to research requests, analyzing large datasets, and providing data/reports generated from the SLDS. There also is a need to tap external partners to help achieve the cross-agency research agenda.

In order for the state to take full advantage of the SLDS and move to a more data-driven approach to education policy, the Chief Education Office needs to add capacity in research and SLDS support.

The estimated cost for this strategy is \$xxxxx. This strategy includes maintaining existing IT staff who developed and are maintaining the SLDS and research analysts who conduct cross-sector research studies. It also includes establishing two new positions, reclassifying one position, and funding additional partners to conduct research.

Strategy 3: Educator Advancement Council

Senate Bill 182 (2017) created the Educator Advancement Council (EAC) as a partnership to improve student learning outcomes by expanding access to high-quality professional learning to more teachers and school leaders across Oregon. The EAC is charged with

establishing a coordinated system of educator networks, by which every public educator has access to professional learning opportunities to improve teaching and learning.

Staffing positions were not included in the legislation and to date, the Chief Education Office and Department of Education have provided support in the formation of the council and the initial work in creating the educator networks. With the work moving and growing at rapid pace, permanent positions need to be established to provide ongoing support for the EAC.

The estimated cost for this strategy is \$xxxxx. This strategy establishes two positions to lead and support the operations of the Educator Advancement Council as well as EAC initiatives such as the TELL Survey, Educator Equity Work Group, the Oregon Teachers Scholars Program, and the TeachInOregon program.

Staffing Impact:

13 FTE

Quantifying Results:

- Quantity and response time to research and data requests
- Customer satisfaction in obtaining support and helping solve problems
- Expansion/improvement of reach of research/evaluation evidence-base for policy and practice development
- Usefulness of findings and reports (developed internally and by external partners) in the continued development of associated policies and programs impacting Oregon youth and adults
- Collaboration among education agencies, including cohesive policy and funding proposals.

BUDGET NARRATIVE

Revenue Source:

General Fund

BUDGET NARRATIVE

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [MORAWSKI Lisa - CEDO](#)
Subject: FW: Teacher of the Year event
Date: Tuesday, August 28, 2018 5:01:03 PM

FYI

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Tuesday, August 28, 2018 at 5:00 PM
To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Subject: Re: Teacher of the Year event

Thank you so much, and sorry to jump off so quickly. We should know for sure by the end of the week if the 18th can work, or if it doesn't.

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Date: Tuesday, August 28, 2018 at 4:32 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Teacher of the Year event

Hi Kate,

To close the loop on our conversation, I dropped a hint today in an email to the principal at Churchill, along with the district superintendent and PIO, that the Governor may be interested in attending.

I'll work with Corey to look at the possibility of September 18 and be in touch.

Best,



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Jenni Knaus
Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#)
Subject: FW: OSBA Documentary Interview
Date: Tuesday, August 28, 2018 5:08:44 PM

FYI

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Tuesday, August 28, 2018 at 5:08 PM
To: Srushti Kamat <srushti.kamat@bluechalk.com>
Subject: Re: OSBA Documentary Interview

Hi Srushti,

Sorry for delay in response. The Governor will be unable to participate.

Thank you,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: Srushti Kamat <srushti.kamat@bluechalk.com>
Date: Tuesday, August 28, 2018 at 10:15 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: OSBA Documentary Interview

Morning Kate,

Wondering if you received my previous email? Any news on an interview-front with the Governor?

Best,
Srushti

—
Blue Chalk Media

cell: 301.283.8526
bluechalk.com



On Aug 23, 2018, at 10:15 AM, Srushti Kamat <srushti.kamat@bluechalk.com> wrote:

Hi Kate,

Hope you've been well! I wanted to follow up about an interview with Governor Brown. This past week, we did an on-camera interview with Knute Buehler and were hoping the governor would also be a part of this documentary and provide us with her stance on revenue reform and public education funding.

Any thoughts on finding some time to do a sit-down interview with her soon?

Best,
Srushti
—

Producer

Blue Chalk Media
cell: 301.283.8526
bluechalk.com

<bcm_logo_fa_70_35_email_sig.jpg>

On Aug 2, 2018, at 10:13 AM, Srushti Kamat
<srushti.kamat@bluechalk.com> wrote:

Hi Kate,

Sorry for taking a bit to get back to you. Here are the questions:

1. You've said good education is crucial for developing an effective workforce - What are your priorities within education?
2. As Governor, where do you see Oregon's schools and education heading?
3. What would you like your legacy to be?
4. Why will your plan work if reelected?
5. How crucial is revenue reform in the conversation on public schools?
6. Why does having more funding for public schools matter? Why is education a priority? Why should people care?
7. What are the barriers to the process and why haven't we been successful so far?
8. What is your stance on cost containment? *If she's willing to

mention healthcare/PERS

Reiteration Questions:

1. Why do schools matter? Why does education matter?

Let me know if I can clarify anything and I look forward to hearing back!

Thanks,
Srushti

On Aug 1, 2018, at 12:17 PM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

Thanks Srushti! Could you please send along the question list when you get a moment?

Best,
Kate

From: Srushti Kamat <srushti.kamat@bluechalk.com>

Date: Friday, July 27, 2018 at 12:59 PM

To: KONDAYEN Kate * GOV

<Kate.KONDAYEN@oregon.gov>

Subject: Re: OSBA Documentary Interview

Hi Kate,

Sorry it's taken me a while to get back to you on OSBA's distribution plan. Here's a quick paragraph on what they're planning to do with it:

As far as distribution, the video will be shown at OSBA's annual convention in November, which is attended by about 800 educational leaders statewide. Every school board in the state will be asked to show the video at one of their meetings, as well as gatherings of their civic groups. They will be circulating it through the legislative team to the Student Success committee members and other legislators. They will also be distributing it through social media and promote through our daily news service, which reaches about 4,000 people and soliciting news coverage from traditional media as well.

Hope this helps and do let me know if you have any other questions!

Best,
Srushti

On Jul 25, 2018, at 11:38 AM, KONDAYEN Kate
* GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks!

From: Srushti Kamat
<srushti.kamat@bluechalk.com>
Date: Wednesday, July 25, 2018 at 11:34 AM
To: KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov>
Subject: Re: OSBA Documentary Interview

Great! I will call 503.689.0248 at 2:30pm

Thanks,
Srushti

—

Blue Chalk Media
3150 NW 31st Ave., Portland, OR 97210
srushti.kamat@bluechalk.com
cell: 301.283.8526
bluechalk.com

Follow us on social media:
Facebook, Twitter, Instagram, Google+, LinkedIn, Vimeo

*Winner of "Best Philanthropic/Human Rights Campaign" at the 2017 Cynopsis Social Good Awards for "A Chance to See Again," created for SEE International.

<image001.jpg>

On Jul 25, 2018, at 11:30 AM,
KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov>
wrote:

2:30. Please call at the mobile
number below? Thanks!

From: Srushti Kamat
<srushti.kamat@bluechalk.com>
Date: Wednesday, July 25, 2018
at 9:43 AM
To: KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov>
Subject: Re: OSBA Documentary
Interview

Hi Kate,

Thanks for your email! I am
available at any time today - What
would work best for you?

Best,
Srushti

On Jul 25, 2018, at
9:29 AM, KONDAYEN
Kate * GOV
<Kate.KONDAYEN@oregon.gov>
wrote:

Hi Srushti,

Lisa Morawski let me
know about the
project you are
working on. I'd love
to get more info.
When is a good time
to talk?

Best,
Kate

Kate Kondayen

Press Secretary
Office of Governor
Kate Brown
O: 503.378.6496 | **M:**
503.689.0248

From: Srushti
Kamat
<srushti.kamat@bluechalk.com>
Date: Thursday,
June 28, 2018 at
12:54 PM
To: "lisa.morawski@state.or.us"
<lisa.morawski@state.or.us>
Subject: OSBA
Documentary
Interview

Dear Lisa,

My name is Srushti
Kamat and I'm a
producer at Blue
Chalk Media - We're
working with the
Oregon School
Boards Association
to develop a film
about revenue
reform and public
education and have
been traveling the
state with legislators
on the Committee
for Student Success.

I was wondering if
you might be able to
put me in touch with
Kate Kodayen to
discuss arranging an
interview with
Governor Kate
Brown? Or if you'd
prefer, I'd be happy

to hop on the phone
and provide more
background on the
project.

Looking forward,
Srushti

—

Blue Chalk Media
3150 NW 31st Ave.,
Portland, OR 97210
srushti.kamat@bluechalk.com
cell: 301.283.8526
bluechalk.com

Follow us on social
media:
Facebook, Twitter, Instagram, Google+, LinkedIn, Vimeo

*Winner of
"Best Philanthropic/Human
Rights Campaign" at the
2017 Cynopsis Social
Good Awards for "A
Chance to See Again,"
created for
SEE International.

<image001.jpg>

From: [CAPPS Lindsey D * GOV](#)
To: [BLOSSER Nik * GOV](#); [ANDREW Jennifer J * GOV](#)
Subject: RE: Rescheduling OEA meetings
Date: Tuesday, August 28, 2018 5:10:55 PM

Nik, Just confirming from our call the other day that you still want me to prioritize these on my calendar as well. Lindsey

From: BLOSSER Nik * GOV
Sent: Tuesday, August 28, 2018 2:47 PM
To: ANDREW Jennifer J * GOV
Cc: Trent Lutz; CAPPS Lindsey D * GOV
Subject: Rescheduling OEA meetings

Jen – I wanted to connect you with Trent at the Oregon Education Association, who will subsequently connect you to Jackie in his office to coordinate and reschedule the monthly meetings I would like to have with OEA leadership for the next 4 months (Sep-Dec).

Thanks very much -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: Updated housing agenda
Date: Tuesday, August 28, 2018 5:37:52 PM

Finishing up a call and then opening up the file. Will let you know how I go.

From: NEEDHAM Colleen * HCS <Colleen.Needham@oregon.gov>
Date: Tuesday, August 28, 2018 at 5:23 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, NELSON Ariel * HCS <Ariel.Nelson@oregon.gov>, BOLTON Megan * HCS <Megan.Bolton@oregon.gov>
Cc: LABAR James * GOV <James.Labar@oregon.gov>
Subject: RE: Updated housing agenda

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Few thoughts:

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Formatting changes between A, B, C, D to 1., 2., 3. etc.

Didn't get footnotes included.

Sorry, I couldn't get more done. If you need me tomorrow or have more questions, please feel free to email or text.

Thank you-
Colleen

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Sent: Tuesday, August 28, 2018 4:39 PM
To: NEEDHAM Colleen * HCS; NELSON Ariel * HCS; BOLTON Megan * HCS
Cc: LABAR James * GOV
Subject: Re: Updated housing agenda

James is hands free so delegated to me. I will update the Harney county one when I get the final during my copy edit.

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 - [Harney County PARTNER NAME](#)
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Thanks, Colleen! James and Ariel, do you have a content answer?

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Sent: Tuesday, August 28, 2018 3:38 PM

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Cc: LABAR James * GOV

Subject: RE: Updated housing agenda

Thanks Megan! Copying James and also Colleen who is formatting the paper right now for publishing. Colleen, could you make these two edits as attached and described below?

Thank you,
Ariel

Ariel Nelson | Government Relations and Communications Liaison

[Oregon Housing and Community Services \(OHCS\)](#)

725 Summer St NE, Suite B | Salem, OR 97301-1266

Cell: (503) 949-0201

From: BOLTON Megan * HCS

Sent: Tuesday, August 28, 2018 3:33 PM

To: NELSON Ariel * HCS

Subject: RE: Updated housing agenda

Hey,

It looks fine. I only have two small notes/edits:

Footnote 3: This is not from the HUD AHAR. It's from various sources, including the state plan, which isn't published yet. I said it comes from PIT, and ACS. Hopefully that's good enough...

Footnote 16: not sure if the link to the website is enough, but I wasn't sure how to alter it, so left it as is.

Megan Bolton

Senior Research Analyst

Office Phone: 503-986-2133

Work Cell: 503-871-9897

Oregon Housing and Community Services

From: NELSON Ariel * HCS

Sent: Tuesday, August 28, 2018 2:20 PM

To: BOLTON Megan * HCS <Megan.Bolton@oregon.gov>

Subject: FW: Updated housing agenda

Importance: High

Hi Megan,

Is there any chance you have some time to review this latest draft for accuracy on the footnotes? James was hoping you could take a look, since it's been through multiple edits since they were incorporated. Is there any chance you have time to look before COB today?

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From: KONDAYEN Kate * GOV

Sent: Tuesday, August 28, 2018 1:36 PM

To: NEEDHAM Colleen * HCS

Cc: NELSON Ariel * HCS

Subject: Updated housing agenda

Importance: High

Hi Colleen,

Thank you again for all of your amazing design work for our materials over the past few weeks. I know from Ariel that you started on getting the updated housing agenda in the template. The latest version is attached. Would it be possible to put this as is into the layout and send us the InDesign file at the end of the day?

If yes, great!

If not, no worries! We are happy to pick up wherever you currently are in the InDesign file you started late yesterday, and take it forward transferring copy over.

Happy to chat if this doesn't make sense. Thank you!!

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [BLOSSER Nik * GOV](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: Re: Rescheduling OEA meetings
Date: Tuesday, August 28, 2018 7:28:33 PM

Yes don't you think so?

Sent from my iPhone

On Aug 28, 2018, at 5:10 PM, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov> wrote:

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Thanks very much -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [LESLIE Berri * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: RE: Paragraph on Foster Care for your Whitepaper
Date: Tuesday, August 28, 2018 7:37:23 PM

It is now included – thank you very much for your quick work!

From: KLEIN Rosa * GOV
Sent: Tuesday, August 28, 2018 3:48 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: FW: Paragraph on Foster Care for your Whitepaper

Revised!

For example, there is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 percent and 50 percent of the prison population grew up in families in the bottom quintile of income distribution.^[1] And in 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households. (Looney, 2018). Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon’s total population.^[2]

Additionally, children from families experiencing poverty are more likely to be neglected and abused, and in fact, Data from the Fourth National Incidence Study of Child Abuse and Neglect (<https://www.childwelfare.gov/topics/systemwide/statistics/nis/>) show that poverty is a reliable predictor of maltreatment- especially neglect. That study found that children from families with low incomes were more than 3 times as likely to be abused and about 7 times as likely to be neglected. In Oregon, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. Parental substance use disorders are involved with nearly ¾ of foster care placements. (Estimate is derived from a 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul)

Despite an improving economy, more and more Oregon children are experiencing poverty and homelessness. In 2017, Oregon had the second-highest rate of unsheltered homelessness among people in households with children in the U.S.^[3] The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members, sometimes in dangerous and unhealthy conditions. In some counties, more than 10 percent of students are experiencing a form of homelessness.^[4] Families with children under five are twice as likely to experience poverty – families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.^[5]

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
Pronouns: She/Her/Hers

From: LESLIE Berri * GOV
Sent: Tuesday, August 28, 2018 3:25 PM
To: KLEIN Rosa * GOV <Rosa.KLEIN@oregon.gov>
Subject: Re: Paragraph on Foster Care for your Whitepaper

Thank you!

Sent from my iPhone

On Aug 28, 2018, at 3:23 PM, KLEIN Rosa * GOV <Rosa.KLEIN@oregon.gov> wrote:

Additionally, children from families experiencing poverty are more likely to be neglected and abused, and in fact, poverty is often considered the single best predictor of child maltreatment, especially child neglect. Data compiled by the Third National Incidence Study of Child Abuse and Neglect show that children from families with annual incomes below \$15,000 were over 22 times more likely to experience maltreatment than children from families whose income exceeded \$30,000. <https://www.childwelfare.gov/topics/systemwide/statistics/nis/>. In Oregon, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. Parental substance use disorders are involved with nearly ¾ of foster care placements. (Estimate is derived from a 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul)

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Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

[2] Oregon Youth Authority Quick Facts. January 2018

[3] Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

[3] U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

[4] In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources

[5] The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

From: [CAPPS Lindsey D * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: RE: Rescheduling OEA meetings
Date: Tuesday, August 28, 2018 8:13:36 PM

Yep, absolutely.

From: BLOSSER Nik * GOV
Sent: Tuesday, August 28, 2018 7:28 PM
To: CAPPS Lindsey D * GOV
Subject: Re: Rescheduling OEA meetings

Yes don't you think so?

Sent from my iPhone

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Chief of Staff
Governor Kate Brown
503-373-1565

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Updated housing agenda
Date: Tuesday, August 28, 2018 8:32:37 PM

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Date: Tuesday, August 28, 2018 at 5:37 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: Updated housing agenda

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725 Summer St NE, Suite B | Salem, OR 97301-1266

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Oregon Housing and Community Services

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From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Updated housing agenda
Date: Tuesday, August 28, 2018 8:34:15 PM
Attachments: [Housing Agenda v3 KK COPY EDIT 8.28 8.31PM.docx](#)

I was just drafting you an email attaching the final. Here it is. I think if we need to submit something to GKB tonight, the non-formatted but copyedited version is the way to go. You'd need to accept all tracked changes.

Colleen came back into the office and dropped the right file in!!! Do you see it?

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
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From: NELSON Ariel * HCS
Sent: Tuesday, August 28, 2018 3:38 PM
To: BOLTON Megan * HCS; NEEDHAM Colleen * HCS

Cc: LABAR James * GOV
Subject: RE: Updated housing agenda

Thanks Megan! Copying James and also Colleen who is formatting the paper right now for publishing. Colleen, could you make these two edits as attached and described below?

Thank you,
Ariel

Ariel Nelson | Government Relations and Communications Liaison
[Oregon Housing and Community Services \(OHCS\)](#)
725 Summer St NE, Suite B | Salem, OR 97301-1266
Cell: (503) 949-0201

From: BOLTON Megan * HCS
Sent: Tuesday, August 28, 2018 3:33 PM
To: NELSON Ariel * HCS
Subject: RE: Updated housing agenda

Hey,

It looks fine. I only have two small notes/edits:

Footnote 3: This is not from the HUD AHAR. It's from various sources, including the state plan, which isn't published yet. I said it comes from PIT, and ACS. Hopefully that's good enough...

Footnote 16: not sure if the link to the website is enough, but I wasn't sure how to alter it, so left it as is.

Megan Bolton
Senior Research Analyst
Office Phone: 503-986-2133
Work Cell: 503-871-9897
Oregon Housing and Community Services

From: NELSON Ariel * HCS
Sent: Tuesday, August 28, 2018 2:20 PM
To: BOLTON Megan * HCS <Megan.Bolton@oregon.gov>
Subject: FW: Updated housing agenda
Importance: High

Hi Megan,

Is there any chance you have some time to review this latest draft for accuracy on the footnotes? James was hoping you could take a look, since it's been through multiple edits since they were incorporated. Is there any chance you have time to look before COB today?

Thank you,
Ariel

From: KONDAYEN Kate * GOV
Sent: Tuesday, August 28, 2018 1:36 PM
To: NEEDHAM Colleen * HCS
Cc: NELSON Ariel * HCS
Subject: Updated housing agenda
Importance: High

Hi Colleen,

Thank you again for all of your amazing design work for our materials over the past few weeks. I know from Ariel that you started on getting the updated housing agenda in the template. The latest version is attached. Would it be possible to put this as is into the layout and send us the InDesign file at the end of the day?

If yes, great!

If not, no worries! We are happy to pick up wherever you currently are in the InDesign file you started late yesterday, and take it forward transferring copy over.

Happy to chat if this doesn't make sense. Thank you!!

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

Housing Policy Agenda: ~~From Homelessness to Homeownership:~~ ~~Focusing on~~ Housing Stability for Families Children, Veterans and the Chronically Homeless, and Increased ~~, Housing Supply and Rural~~ ~~Communities~~ for Urban and Rural Communities

Commented [MOU1]: Title can be improved to align with education, but not tackling that right now.

Vision and goal

Vision

Every Oregonian, in communities large and small, has access to housing choices that ~~will allow~~
~~them and~~ their family to thrive.

Executive Summary

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~~There is no single solution -- not one entity, or one person -- that can solve the crises~~
~~throughout across~~ the housing spectrum, from homelessness, to stable rental housing, ~~or to~~
~~increasing~~ homeownership. Coordinated responses are needed to bring together ~~philanthropy,~~
business leaders, developers, builders, and all levels of government to prevent people from
slipping into homelessness, ~~to get people quickly off the street, and to help all Oregonians~~
~~access stable homes.~~ Today the state is working more closely than ever before with local
governments and other partners to address ~~housing~~ needs across the entire housing spectrum.

Commented [MOU2]: for parallel to other listed entities, should be plural, but i think it's fine.

Governor Brown's housing agenda has four strategies that will focus on ~~areas~~ where the
impacts of the housing shortage have been the most acute. The four strategies will run
~~through across~~ Oregon's entire housing spectrum, including individuals and families
experiencing homelessness, affordable housing, and market-rate housing. The overall goal will
be to simultaneously protect vulnerable renters while supporting the development of housing
supply -- both affordable and market-rate homes. The Governor's goal is to strike a balance
between providing relief to renters in times of outsized rent increases, and supporting the
development community to build more homes. The Governor supports protecting children,
communities of color, limited-income families, and other vulnerable populations with
reasonable protections from no-cause evictions as well as resource investments to help people
find and keep their homes, keep communities intact, and address high rent increases. The
Governor supports affordable and market-rate development partners through meaningful
incentives and reasonable regulations ~~that helps which help~~ to provide certainty ~~to in~~ the
homebuilding and rental environments.

Governor Brown's plan entails approximately \$370 million of state investments, focusing on
housing stability for families with children, ~~the~~ chronically homeless, and rural communities:

1. Prioritize ~~Ending~~ Children's Homelessness
 2. House Oregon's Veterans
 3. Invest in Permanent Supportive Housing
 4. Accelerate Growth of Housing Supply
- Goal**

The Governor's goal is to continue growing ~~Accelerate~~ state leadership in ~~efforts to housing~~ ~~house~~ all Oregonians, ~~including with a focus on children, including state supports for significantly reducing unsheltered homelessness,~~ increasing state investment in affordable housing by more than doubling the existing pipeline—up to 20,000 homes by 2021, maintaining a constant ~~housing~~ supply of all ~~housing~~ types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created ~~an imbalance in~~ supply and demand ~~imbalance~~ that is reflected in home prices and rental rates. Oregon is not immune to this crisis, ~~and having~~ underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts ~~throughout across~~ Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because ~~different strategies are needed to address the various challenges~~ ~~tools are tailored for each.~~ Major ~~spectrum parts~~ ~~categories of housing challenges~~ include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, ~~existing existing~~ tools, and new proposals are summarized in ~~Attachment 1, Appendix 1:~~ Housing Spectrum Table.²

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¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt ~~throughout~~across the spectrum with these groups being acutely affected:

1. ~~1.~~ Families experiencing homelessness;
2. ~~2.~~ Oregon's homeless veterans;
3. ~~3.~~ Chronically homeless individuals; ~~and~~
4. ~~Housing in 4. rural communities throughout Oregon.~~

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Across all these groups, communities of color ~~are bearing~~bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, ~~and are more likely to pay~~spend more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts.³

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~~Oregon communities have worked diligently to address homelessness and to boost the supply of housing in recent years. The most impactful efforts have been collaborative partnerships between housing and service providers, private industry, local leaders, non-profits, state agencies, and local government. A few of those efforts include making great strides with ending veterans' homelessness in Multnomah and Lane counties as well as aligning homeless services in the cities of Portland and Eugene. While progress is being made, much more work is needed.~~

~~Oregon continues to have one of the highest rates of unsheltered homeless individuals in the country, with 57 percent of the state's homeless population living in places not meant for habitation such as on the street or in a car. According to the 2017 Point-in-Time count, 13,953 people were experiencing experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.~~⁴

Commented [MOU4]: Should this not be cited as well? CEDO cited its own report.

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. ~~As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI).~~ This shortage of affordable units has led to a high percentage of renters ~~paying~~spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those ~~persons~~ individuals (52 percent), 1,826 or 52 percent, are living without shelter at all, ~~which is the second highest rate of unsheltered people in families in the country.~~⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-2017 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and H, -Band B25003I*, (U.S. Census Bureau, 2017).

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count ~~as well as to determine eligibility for resources.~~ ~~Note:~~ Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data,

The National Center for Homeless Education has recognized best practices for helping families ~~and that~~ are based upon collaborative partnerships like ~~the~~ Governor Brown's Children's Cabinet. A collaboration between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community

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Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. ~~This made Oregon the fifth highest state in terms of number of veterans experiencing homelessness.~~ As a ~~result~~ ~~result~~, of that information, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA), collectively researched best practices; ~~spoke with local, state, and federal leaders;~~ developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran ~~b-b~~ name lists, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

Commented [MOU6]: This is jargon! think it can be put in plain language, but would have to talk to James/Ariel.

The infrastructure and resources have supported successes throughout the state and ~~helped~~ ~~identified~~ additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The ~~b-b~~ name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

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OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 ~~percent~~ could utilize payments.

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon ~~is in need of needs~~ 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance ~~abuse~~ disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap-around supportive services for people experiencing homelessness ~~and with who also have~~ disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

Rural Communities in Oregon

~~Our housing challenges aren't just faced by urban Oregonians.~~ An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

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~~Another Other~~ themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were ~~that~~ the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to "pencil out."

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Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and ~~in~~ increasing the supply of affordable homes.

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

In the Portland Metro region, the Joint Office on Homelessness, ~~(Joint Office)~~, a joint project between Multnomah County and the City of Portland, launched a “A Home for Everyone.” Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

~~In November 2018,~~ the Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

Commented [MOU10]: OHCS uses limited-income as a term earlier in the paper, and i know that's their preference. Can change or leave.

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources, to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene, to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap-around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

Top Five Milestones Towards the FutureRecent Accomplishments¹⁷

1. Record Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this e-record number in perspective, Oregon funded 4,000 affordable homes last year in 2017, and the year before about roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed

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¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

2. ~~Historic State~~ investments in emergency housing and shelter to help the homeless: Usually left to county and city governments, for the first time the state Oregon has made ~~recent significant historic~~ investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

3. ~~Rural launched housing pilot projects supporting Oregon families, communities, and employers~~: In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, ~~was designed to fund~~ form partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald, City of Donald and GK Machine ~~PARTNER NAME~~
- Pacific City, PARTNER NAME Nestucca Ridge Development
- Warm Springs, PARTNER NAME Jefferson County School District
- Harney County, Community Response Team PARTNER NAME
- Lincoln County, PARTNER NAME Proud Ground

4. ~~Making homeownership possible in Oregon~~ Supporting first-time home-buyers: In 2017, the State had a ~~banner strong~~ year of the Oregon Bond Residential Loan Program, which finances ~~below-market-interest~~ loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units—affordable to low-income home-buyers.

In addition to this home finance activity, the state is ~~working hard to expand~~ ing its efforts to provide down payment assistance and housing counseling, which are critical tools in ~~hot~~ markets where prices are out of reach. A key component of this service is ~~Activities include:~~

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← Oregon's Individual Development Account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered program "completers," and represent 79 percent of all account closures in 2016. Oregon's rate is among the highest completion rates reported by IDA programs across the country.

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6.5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan, and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

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Plan: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—not one entity, or one person—that can solve the crises throughout across the housing spectrum, from homelessness, to stable rental housing, or to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has four strategies that will focus on areas where the impacts of the housing shortage have been the most acute. The four strategies will run through across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan will balance between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high-outsize rent increases. The Governor supports the affordable and market-rate development partners through

meaningful incentives and reasonable regulations that help to provide certainty ~~into~~ the home building and rental environments.

The Governor's strategies include:

1. ~~End-Prioritize c~~Children's ~~h~~Homelessness: Ensuring no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹
2. ~~House Oregon's v~~Veterans: Ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs.
3. ~~Invest in p~~Permanent ~~s~~Supportive ~~h~~Housing: Moving people from street corners and doorways and into homes by investing in proven strategies like ~~p~~Permanent ~~s~~Supportive ~~h~~Housing.
4. ~~Accelerate g~~Growth in ~~h~~Housing ~~s~~Supply: Dramatically increasing the number of affordable homes throughout Oregon by supporting the growth of housing supplies.

1. ~~End-Prioritize c~~Children's ~~h~~Homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, ~~and by making~~ resource investments to help address ~~high-outsized~~ rent increases, and ~~to build and preserve~~ more affordable homes for children and families

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200--2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience."

<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>

²⁰ OHCS estimate based on current LIFT investment experience.

- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and [OHS-the Department of Human Services's Family Self-Sufficiency agency program](#), is encouraging interagency partnerships and coordination to support a **\$20 million** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²
- F. Expand the Individual Development Account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

2. House Oregon's Veterans

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

Finish the job of ending veteran homelessness in Oregon

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and ~~ODVA~~ [the Oregon Department of Veteran's Affairs](#) partnered to research best practices, ~~spoke with local, state, and federal leaders,~~ developed an interactive map of current veteran resources, ~~and~~ crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the on-going needs of Oregon veterans started with providing pilot communities with the resources to establish a By-Name List of homeless veterans, allowing for real time data collection and detailed outcome tracking. The By-Name Lists will continue to help build networks of support so any future instances of veteran homelessness ~~are~~ rare, brief, and ~~non-recurring~~ do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practice ~~sharing~~, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently ~~increased~~ Document Recording Fee resources.

3. Invest in pPermanent sSupportive hHousing

Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs ~~(including persons individuals with disabilities and those persons coming out of chronic homelessness)~~ achieve stable housing and recovery in their communities. PSH features three components:

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent;
- Supportive: Tenants have access to the support services that they need and want to retain housing; and
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities.

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but on-going funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use **\$20 million** of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate Growth of Housing Supply

Creating partnerships and policy to increase Oregon's housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state.

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in General Fund resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to ~~at least a minimum of~~ three dozen collaborative partnerships between employers and communities ~~throughout in rural~~ Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. ~~Rural~~ Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The ~~State~~ will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

~~Governor Brown's plan entails approximately \$370 million of investments focusing on housing stability for families with children, chronically homeless, and rural communities:~~

~~1. Strategy: End Children's Homelessness (\$215 Million)~~

~~Tools and metrics:~~

- ~~A. Build 2,200 - 2,600 units by 2024 by investing \$160 million in bond proceeds for LIFT with incentives for family-sized units and tailored services for homeless families~~

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

- ~~B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for EHA/SHAP~~
- ~~C. Address Oregon's high rate of children experiencing unsheltered homelessness through encouraging interagency partnerships and coordination to support a \$20 million dollar investment of flexible funding to achieve clear and measurable goals to provide homes for more families with children~~
- ~~D. Preserve 400 units of existing, publicly supported affordable housing by using \$25 million of bonding capacity~~
- ~~E. Acquire at least 800 units in multifamily housing properties by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund~~
- ~~F. Double the IDA tax credit cap to \$15 million to double program graduates to 2,280 allowing more families to save toward homeownership~~
- ~~G. Build on successful strategies to better support low income renters and domestic violence survivors to access and retain private market housing by providing up to \$20 million in investments~~

~~2. Strategy: House Oregon's Veterans~~

~~Tactics and metrics:~~

- ~~• House the estimated 1,200 veterans experiencing homelessness in Oregon~~
- ~~• Lasting infrastructure:

 - ~~○ Build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring~~
 - ~~○ Build upon successful veteran convenings held in December 2017 and June 2018, and provide technical assistance to local partners~~~~
- ~~• Resource deployment:

 - ~~○ Continue increased veterans services~~~~

~~3. Strategy: Invest in Permanent Supportive Housing (\$20 Million)~~

~~Tactics and metrics:~~

- ~~• Building at least 200 PSH units by 2024 through investment of \$20 million in bond proceeds~~
- ~~• OHCS re-tooling its core programs to incentivize development of additional PSH units with appropriate services~~
- ~~• OHCS working with OHA to develop "CCO 2.0" which will include links to housing~~
- ~~• OHCS, OHA and project sponsors to track the impacts of these PSH units on public systems~~

~~4. Strategy: Accelerate Growth of Housing Supply (\$35 Million)~~

~~Tactics and metrics:~~

- ~~• Provide incentives to at least three dozen collaborative, private-public partnerships by dedicating \$15 Million in General Fund resources to accelerate local housing efforts~~

• ~~Make \$20 million available to developers to facilitate development throughout Greater Oregon by modifying the Housing Development Guarantee Account~~

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

DRAFT

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income Income situations: <ul style="list-style-type: none"> Individual on disability Couple on social security Housing context: <ul style="list-style-type: none"> Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> Publicly or privately <u>operated privately-operated</u> shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> More permanent, affordable housing Emergency Housing Assistance (EHA) State Homeless Assistance Program (SHAP), including shelters End Veterans' Homelessness Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> More permanent, affordable housing EHA/SHAP <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12</p>	<ul style="list-style-type: none"> Mental Health Housing Program EHA/SHAP <i>Permanent supportive housing</i>

		months (occasions are separated by a break of at least 7 nights)	
Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has "filtered" down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) <i>Acquisition of "Naturally Occurring Affordable Housing"</i> <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters' access to legal resources proposal</i>
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at	<ul style="list-style-type: none"> <i>Greater Oregon Housing Accelerator</i>

<ul style="list-style-type: none">○ Electrician, 96% MFI, \$70,000• Housing context:<ul style="list-style-type: none">○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate <u>market rate</u> housing options for this group, including a mix of rental and homeowner units.		whatever price the local market is at	
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From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Updated housing agenda
Date: Tuesday, August 28, 2018 8:37:18 PM

Chris, the major inconsistencies I found (and think I corrected):

- “wrap-around” to “wrap around,” which was used in the education white paper
- Hyphens and m-dashes
- Veteran or veterans’ when talking about services—veterans when talking about individuals
- Point-in-Time is always with two hyphens
- [Homebuyer](#), not home buyer or home-buyer

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Tuesday, August 28, 2018 at 8:34 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Updated housing agenda

I was just drafting you an email attaching the final. Here it is. I think if we need to submit something to GKB tonight, the non-formatted but copyedited version is the way to go. You’d need to accept all tracked changes.

Colleen came back into the office and dropped the right file in!!! Do you see it?

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 28, 2018 at 8:32 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Updated housing agenda

Since this thing is 17 pages in word, I’m going to go ahead and start putting the last version from Nik into layout. Then I can update based on your edits.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Tuesday, August 28, 2018 at 5:37 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: Updated housing agenda

Finishing up a call and then opening up the file. Will let you know how I go.

From: NEEDHAM Colleen * HCS <Colleen.Needham@oregon.gov>

Date: Tuesday, August 28, 2018 at 5:23 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, NELSON Ariel * HCS <Ariel.Nelson@oregon.gov>, BOLTON Megan * HCS <Megan.Bolton@oregon.gov>

Cc: LABAR James * GOV <James.Labar@oregon.gov>

Subject: RE: Updated housing agenda

Dropped the file in the Google Shared Drive, titled White Paper Template Copy. Sorry, didn't realize I didn't rename until after upload.

Few thoughts:

Very last page is literally 15 words over, left as is, because I figured edits could shore that up.

Formatting changes between A, B, C, D to 1., 2., 3. etc.

Didn't get footnotes included.

Sorry, I couldn't get more done. If you need me tomorrow or have more questions, please feel free to email or text.

Thank you-
Colleen

From: KONDAYEN Kate * GOV

Sent: Tuesday, August 28, 2018 4:39 PM

To: NEEDHAM Colleen * HCS; NELSON Ariel * HCS; BOLTON Megan * HCS

Cc: LABAR James * GOV

Subject: Re: Updated housing agenda

James is hands free so delegated to me. I will update the Harney county one when I get the final during my copy edit.

- [Donald, GK Machine and the City of Donald](#)
- [Pacific City Nestucca Ridge Development](#)
- [Waarm Springs Jefferson County School District](#)
- [Harney County PARTNER NAME](#)
- [Lincoln County, Proud Ground](#)

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Tuesday, August 28, 2018 at 4:20 PM

To: NEEDHAM Colleen * HCS <Colleen.Needham@oregon.gov>, NELSON Ariel * HCS <Ariel.Nelson@oregon.gov>, BOLTON Megan * HCS <Megan.Bolton@oregon.gov>

Cc: LABAR James * GOV <James.Labar@oregon.gov>

Subject: Re: Updated housing agenda

Thanks, Colleen! James and Ariel, do you have a content answer?

And thanks for copy edits along the way, but feel free to blow by them, as I'll be doing a full copy edit tonight too.

From: NEEDHAM Colleen * HCS <Colleen.Needham@oregon.gov>

Date: Tuesday, August 28, 2018 at 4:19 PM

To: NELSON Ariel * HCS <Ariel.Nelson@oregon.gov>, BOLTON Megan * HCS <Megan.Bolton@oregon.gov>

Cc: LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: RE: Updated housing agenda

Got it and have a unrelated question: under Recent Accomplishments, section 3, the list generically lists "PARTNER NAME", is that right or will be edited later? Wanted to call it out to you if it is still being looked into. And Warm Springs is misspelled, correcting that.
Still going, more soon.
Colleen

From: NELSON Ariel * HCS

Sent: Tuesday, August 28, 2018 3:38 PM

To: BOLTON Megan * HCS; NEEDHAM Colleen * HCS

Cc: LABAR James * GOV

Subject: RE: Updated housing agenda

Thanks Megan! Copying James and also Colleen who is formatting the paper right now for publishing. Colleen, could you make these two edits as attached and described below?

Thank you,
Ariel

Ariel Nelson | Government Relations and Communications Liaison

[Oregon Housing and Community Services \(OHCS\)](#)

725 Summer St NE, Suite B | Salem, OR 97301-1266

Cell: (503) 949-0201

From: BOLTON Megan * HCS

Sent: Tuesday, August 28, 2018 3:33 PM

To: NELSON Ariel * HCS

Subject: RE: Updated housing agenda

Hey,

It looks fine. I only have two small notes/edits:

Footnote 3: This is not from the HUD AHAR. It's from various sources, including the state plan, which isn't published yet. I said it comes from PIT, and ACS. Hopefully that's good enough...

Footnote 16: not sure if the link to the website is enough, but I wasn't sure how to alter it, so left it as is.

Megan Bolton

Senior Research Analyst

Office Phone: 503-986-2133

Work Cell: 503-871-9897

Oregon Housing and Community Services

From: NELSON Ariel * HCS

Sent: Tuesday, August 28, 2018 2:20 PM

To: BOLTON Megan * HCS <Megan.Bolton@oregon.gov>

Subject: FW: Updated housing agenda

Importance: High

Hi Megan,

Is there any chance you have some time to review this latest draft for accuracy on the footnotes? James was hoping you could take a look, since it's been through multiple edits since they were incorporated. Is there any chance you have time to look before COB today?

Thank you,

Ariel

From: KONDAYEN Kate * GOV

Sent: Tuesday, August 28, 2018 1:36 PM

To: NEEDHAM Colleen * HCS

Cc: NELSON Ariel * HCS

Subject: Updated housing agenda

Importance: High

Hi Colleen,

Thank you again for all of your amazing design work for our materials over the past few weeks. I know from Ariel that you started on getting the updated housing agenda in the template. The latest version is attached. Would it be possible to put this as is into the layout and send us the InDesign file at the end of the day?

If yes, great!

If not, no worries! We are happy to pick up wherever you currently are in the InDesign file you started late yesterday, and take it forward transferring copy over.

Happy to chat if this doesn't make sense. Thank you!!

Best,

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [KLEIN Rosa * GOV](#); [PAIR Chris * GOV](#)
Subject: Timely FYIs from Christy today
Date: Tuesday, August 28, 2018 10:28:38 PM

Hi Kate! FYI on two items. 1. Baycrest in North Bend plans a news release Thursday on closing by 11/1. Its a skilled nursing and independent living facility. We'll want to have a statement ready. 2. Some residents of an APD-related facility in Silverton allege the landlord is using eviction notices as form of intimidation and are trying to put an event together Friday to draw media attention. Elisa is looking into both items to gather more info. Thx

Note the housing overlap on the second item. Will send to James and Ariel too.

Sent from my iPhone

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#)
Subject: Some ELD comms items
Date: Tuesday, August 28, 2018 10:31:13 PM

FYI. There are 3 outstanding media requests at ELD that Betty is handling.

1. Dick is coming to Early Learning Council this Thursday. There's a vote on rules. Betty will make no guarantees of who but will line him up with a good council member and ELD staff member to interview.
2. OPB reached out to Miriam about Think Out Loud on the proposed rules a few weeks ago when it was announced. She initially was in favor and may have tentatively accepted, then pulled out. They'd like to circle back to OPB and let them know the vote is up. If TOL still wants to do a show, Lisa and I would run prep for Miriam.
3. (See below.) Miriam had Betty reach out to Dick Hughes about a follow up on a KBND package he contributed to a couple of weeks ago. They missed the window to contribute on his deadline for a story about child care shortages in Central Oregon, and how regulations contribute to the complexities of operating centers. KBND has gotten back in touch with Betty. Lisa and I advised her to decline the reporter's offer to come to Salem and try to line up time next time Miriam does a swing through Central Oregon, which will hopefully be after Children's Cabinet.

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Tuesday, August 28, 2018 at 11:52 AM
To: TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Following up on child care

See below. Dick Hughes will be at ELC on Thursday, and would like an interview.

Miriam and Dawn, I have a Comms meeting with Lisa and Kate this afternoon and will get their thoughts on this, as well as the Central Oregon follow-up story.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>
Sent: Tuesday, August 28, 2018 11:37 AM
To: BERNT Betty - ELD <betty.bernt@state.or.us>
Subject: Re: Following up on child care

My video camera and I plan to go to the Early Learning Council meeting Thursday. I would appreciate getting an interview with the appropriate people/person, either beforehand or afterward, about the child care rules — and anything else I should ask about.

(An interview often makes for better TV video than meeting conversation. I'm learning all

these things now that I'm working with TV stations. It's fun to keep learning.)

Thanks,
Dick

Dick Hughes
Hughesisms LLC — "Telling stories with passion, power and precision"
TheHughesisms@Gmail.com
503.559.3019
Facebook.com/Hughesisms

On Aug 28, 2018, at 10:17 AM, BERNT Betty - ELD <betty.bernt@state.or.us> wrote:

Thanks Dick!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>
Sent: Tuesday, August 28, 2018 10:16 AM
To: BERNT Betty - ELD <betty.bernt@state.or.us>
Subject: Following up on child care

Betty,

In thinking about this, I think it would be best to contact reporter Anyssa Bohanan (abohanan@zolomedia.com) or News Director Curtis Vogel (Cvogel@zolomedia.com) directly.

Thanks for reaching out,

Appreciatively,
Dick

On Aug 22, 2018, at 12:54 PM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Hello Dick,

In speaking with ELD Director Miriam Calderon and the Early Learning

Council Chair Sue Miller, we wanted to connect with you to provide more information about the enhancements the Office of Child Care (OCC) is making to our licensing program. While the KOHD/KBNZ [story](#) was timely and informational, we feel there is much more to say about the work we are doing to ensure the safety of young children in Oregon, while encouraging providers and potential providers to maintain active licenses and utilize OCC resources. We hope to provide the public with a better understanding of the Office of Child Care, as well as make them aware of the many resources available to assist both providers and parents in successful child care experiences. We would welcome the opportunity to be part a follow-up story. Do you suggest I contact the station as well? If so, who would be the best contact person?

I would be happy to coordinate an interview or meeting, or provide information via email. Let me know if you are interested and/or available. Thanks!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: [KONDAYEN Kate * GOV](#)
To: [MCCOLAUGH Annie * GOV](#); [PAIR Chris * GOV](#); [FISHER Nikki * GOV](#)
Subject: Re: Request to be Added to Email Distro Lists
Date: Tuesday, August 28, 2018 10:35:00 PM

Added him.

From: MCCOLAUGH Annie * GOV <Annie.MCCOLAUGH@oregon.gov>
Date: Tuesday, August 28, 2018 at 5:37 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Fwd: Request to be Added to Email Distro Lists

Request from the WH IGA office to be added to our press lists....

Annie McColaugh
Director, Washington DC Office
Oregon Governor Kate Brown
P: [\(202\) 508-3847](tel:(202)508-3847) | C: [\(503\) 508-7124](tel:(503)508-7124)
[444 N Capitol St NW, Ste 134](#); Washington, DC 20001

Begin forwarded message:

From: "Horning, Daniel M. EOP/WHO" <Daniel.M.Horning@who.eop.gov>
Date: August 28, 2018 at 6:44:46 PM EDT
To: "Horning, Daniel M. EOP/WHO" <Daniel.M.Horning@who.eop.gov>
Subject: Request to be Added to Email Distro Lists

Good evening,

By way of introduction, my name is Dan Horning, and I am the new associate director in the White House Office of Intergovernmental Affairs. I joined the team recently working alongside Doug Hoelscher, Nic Pottebaum, and Katie Lagomarsino. I look forward to getting to you know and your team over the coming weeks and months.

If it is possible, could I be added to any email distribution lists your office has for press releases/statements or other news/newsletters that would be relevant? This will be helpful as I learn more about the issues important to you and your office over the coming weeks.

Thank you in advance, and I look forward to working with you!

Sincerely,
Dan Horning

Dan Horning
Associate Director
White House Office of Intergovernmental Affairs
C: 202.881.7721 (no text) | E: Daniel.M.Horning@who.eop.gov

From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#)
Subject: (No) meetings with Lindsey and Pooja on Thursday?
Date: Tuesday, August 28, 2018 10:40:20 PM

My calendar is not super faithful so I wanted to check to see that the meetings we have with Lindsey and Pooja on Thursday (check-in and education agenda) that I see as canceled are indeed canceled. Please confirm?

Thanks!

Kate

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: attendance and absenteeism data
Date: Tuesday, August 28, 2018 10:46:53 PM

Hi Marc,

Sending you Back to School bullets shortly, and looking forward to touching base again tomorrow. Did you or Peter find out if they're just fishing or actually have a story in mind?

Best,
Kate

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Monday, August 27, 2018 at 7:25 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: FW: attendance and absenteeism data

From: Rachel Alexander <rachel@saalemreporter.com>
Sent: Monday, August 27, 2018 3:08 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Cc: RUDY Peter - ODE <peter.rudy@state.or.us>
Subject: RE: attendance and absenteeism data

Deadline is end of the day Thursday, and generally I'm wondering how data is reported/collected by ODE, whether the definition of absenteeism has changed in the time you've collected it, how long you've collected it and any major policy shifts that may have impacted absenteeism rates over the past decade.

Thanks!

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Sent: Monday, August 27, 2018 3:06 PM
To: Rachel Alexander <rachel@saalemreporter.com>
Cc: RUDY Peter - ODE <peter.rudy@state.or.us>
Subject: RE: attendance and absenteeism data

[Rachel](#),

Great meeting you and thanks for your message.

I'm cc'ing my communications colleague Peter Rudy since I'm in and out of the office this week.

Please let us know your deadline and your general list of questions.

From: Rachel Alexander <rachel@saalemreporter.com>

Sent: Monday, August 27, 2018 1:54 PM

To: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Subject: attendance and absenteeism data

Hi Marc,

Great to meet you last week! I'm wondering if ODE keeps data on chronic absenteeism and attendance going further back than 2014-15, which is the latest year on the site:

<https://www.oregon.gov/ode/reports-and-data/students/Pages/Attendance-and-Absenteeism.aspx>

Also, could you connect me with your data person or expert on absenteeism data? I have some questions about how you gather that data and what trends have looked like over the past five or ten years.

Thanks!

Rachel Alexander

Education/nonprofits reporter

Salem Reporter

Office: (503) 357-3207

Cell: (206) 407-5600

rachel@saalemreporter.com

From: [PAIR Chris * GOV](#)
To: [LABAR James * GOV](#); [BLOSSER Nik * GOV](#); [KORESKE Debbie * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Housing in layout
Date: Tuesday, August 28, 2018 10:47:01 PM
Attachments: [Housing 1.pdf](#)
[Housing Agenda v3 KK COPY EDIT 8.28 8.31PM\[1\].docx](#)

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Housing Policy Agenda:

Housing Stability for Children,
Veterans and the Chronically
Homeless and Increased Housing
Supply for Urban and Rural
Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 29, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across throughout the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that will focus on areas where the impacts of the housing shortage have been the most acute. The four strategies will run across Oregon's entire housing spectrum including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply — both affordable and market-rate homes. The Governor's goal is to strike a balance between providing relief to renters in times of outsized rent increases and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations which help to provide certainty in the homebuilding and rental environments.



Governor Brown's plan entails approximately \$370 million of state investments focusing on housing stability for families with children, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by more than doubling the existing pipeline — up to 20,000 homes by 2021, maintaining a constant housing supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than the white population.³

According to the 2017 Point-

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



According to the 2017 Point-in-Time count, 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

4. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

5. National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result,, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran by-name lists, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and helped identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Our housing challenges aren't just faced by urban Oregonians. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to "pencil out."

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched a "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>



Recent Accomplishments¹⁷

ONE: Increased development of affordable homes

Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource

that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Please see Attachment 2, Milestones Table for more detail.

18. Note: All three numbers include preservation as well as new homes.



THREE: Rural Housing Projects

In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald, GK Machine and the City of Donald
- Pacific City Nestucca Ridge Development
- Warm Springs Jefferson County School District
- Harney County PARTNER NAME
- Lincoln County, Proud Ground

FOUR: Supporting First-time Home-buyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a Statewide Housing Roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has four strategies that will focus on areas where the impacts of the housing shortage have been the most acute. The four strategies will run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan will balance between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations that help to provide certainty in the homebuilding and rental environments.



The Governor's Strategies Include:

ONE: Prioritize Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes¹⁹

TWO: House Oregon's Veterans

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs

THREE: Invest in Permanent Supportive Housing

Moving people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies



ONE: Prioritize Children's Homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to

engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and

19. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

20. OHCS estimate based on current LIFT investment experience.



to deliver the most impactful results for homeless individuals and families.

C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.

E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

21. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

22. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's Veterans: *Finish the job of ending veteran homelessness in Oregon*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a By-

Name List of homeless veterans, allowing for real time data collection and detailed outcome tracking. The By-Name Lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

23. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.



THREE: Invest in Permanent Supportive Housing: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars



with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Creating partnerships and policy to increase Oregon's housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state*

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.



Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use \$15 Million in General Fund resources

and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities throughout Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make \$20 million available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.



In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The state will continue to lead with innovative housing options to support communities' housing needs and economic development efforts



Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-80% MFI, less than \$59,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Full-time, minimum wage worker, 32% MFI, \$23,000 ○ Customer service representative, 55% MFI, \$40,000 ○ Two full-time min. wage workers, 65% MFI, \$47,000 ○ Carpenter, 70% MFI, \$51,000 • Housing context: <ul style="list-style-type: none"> ○ 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. ○ 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> • More permanent, affordable housing • LIFT • Preservation of affordable housing • Individual Development Account (IDA) • <i>Acquisition of “Naturally Occurring Affordable Housing”</i> • <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 80-120% MFI, between \$59,000 - \$88,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Police Officer, 91% MFI, \$66,000 ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at whatever price the local market is at	<ul style="list-style-type: none"> • <i>Greater Oregon Housing Accelerator</i>

Housing Policy Agenda: ~~From Homelessness to Homeownership:~~ ~~Focusing on~~ Housing Stability for Families Children, Veterans and the Chronically Homeless, and Increased ~~, Housing Supply and Rural~~ ~~Communities~~ for Urban and Rural Communities

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Vision and goal

Vision

Every Oregonian, in communities large and small, has access to housing choices that ~~will allow~~
~~them and~~ their family to thrive.

Executive Summary

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~~There is no single solution -- not one entity, or one person -- that can solve the crises~~
~~throughout across~~ the housing spectrum, from homelessness, to stable rental housing, ~~or to~~
increasing homeownership. Coordinated responses are needed to bring together ~~philanthropy,~~
business leaders, developers, builders, and all levels of government to prevent people from
slipping into homelessness, ~~to get people quickly off the street, and to help all Oregonians~~
access stable homes. Today the state is working more closely than ever before with local
governments and other partners to address housing needs across the entire housing spectrum.

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Governor Brown's housing agenda has four strategies that will focus on ~~areas~~ where the
impacts of the housing shortage have been the most acute. The four strategies will run
~~through across~~ Oregon's entire housing spectrum, including individuals and families
experiencing homelessness, affordable housing, and market-rate housing. The overall goal will
be to simultaneously protect vulnerable renters while supporting the development of housing
supply -- both affordable and market-rate homes. The Governor's goal is to strike a balance
between providing relief to renters in times of outsized rent increases, and supporting the
development community to build more homes. The Governor supports protecting children,
communities of color, limited-income families, and other vulnerable populations with
reasonable protections from no-cause evictions as well as resource investments to help people
find and keep their homes, keep communities intact, and address high rent increases. The
Governor supports affordable and market-rate development partners through meaningful
incentives and reasonable regulations ~~that helps which help~~ to provide certainty ~~to in~~ the
homebuilding and rental environments.

Governor Brown's plan entails approximately \$370 million of state investments, focusing on
housing stability for families with children, ~~the~~ chronically homeless, and rural communities:

1. Prioritize ~~Ending~~ Children's Homelessness
 2. House Oregon's Veterans
 3. Invest in Permanent Supportive Housing
 4. Accelerate Growth of Housing Supply
- Goal**

The Governor's goal is to continue growing ~~Accelerate~~ state leadership in ~~efforts to housing~~ ~~house~~ all Oregonians, ~~including with a focus on children, including state supports for significantly reducing unsheltered homelessness,~~ increasing state investment in affordable housing by more than doubling the existing pipeline—up to 20,000 homes by 2021, maintaining a constant ~~housing~~ supply of all ~~housing~~ types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created ~~an imbalance in~~ supply and demand ~~imbalance~~ that is reflected in home prices and rental rates. Oregon is not immune to this crisis, ~~and having~~ underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts ~~throughout across~~ Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because ~~different strategies are needed to address the various challenges~~ ~~tools are tailored for each.~~ Major ~~spectrum parts~~ ~~categories of housing challenges~~ include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, ~~existing existing~~ tools, and new proposals are summarized in ~~Attachment 1, Appendix 1:~~ Housing Spectrum Table.²

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¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt ~~throughout~~across the spectrum with these groups being acutely affected:

1. ~~1.~~ Families experiencing homelessness;
2. ~~2.~~ Oregon's homeless veterans;
3. ~~3.~~ Chronically homeless individuals; ~~and~~
4. ~~Housing in 4. rural~~ Rural communities ~~throughout Oregon.~~

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Across all these groups, communities of color ~~are bearing~~bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, ~~and are more likely to pay~~spend more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts.³

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~~Oregon communities have worked diligently to address homelessness and to boost the supply of housing in recent years. The most impactful efforts have been collaborative partnerships between housing and service providers, private industry, local leaders, non-profits, state agencies, and local government. A few of those efforts include making great strides with ending veterans' homelessness in Multnomah and Lane counties as well as aligning homeless services in the cities of Portland and Eugene. While progress is being made, much more work is needed.~~

~~Oregon continues to have one of the highest rates of unsheltered homeless individuals in the country, with 57 percent of the state's homeless population living in places not meant for habitation such as on the street or in a car. According to the 2017 Point-in-Time count, 13,953 people were experiencing experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.~~⁴

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One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. ~~As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI).~~ This shortage of affordable units has led to a high percentage of renters ~~paying~~spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those ~~persons~~ individuals (52 percent), 1,826 or 52 percent, are living without shelter at all, ~~which is the second highest rate of unsheltered people in families in the country.~~⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-2017 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and H, -Band B25003I*, (U.S. Census Bureau, 2017).

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count ~~as well as to determine eligibility for resources.~~ ~~Note:~~ Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data,

The National Center for Homeless Education has recognized best practices for helping families ~~and that~~ are based upon collaborative partnerships like ~~the~~ Governor Brown's Children's Cabinet. A collaboration between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community

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Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. ~~This made Oregon the fifth highest state in terms of number of veterans experiencing homelessness.~~ As a ~~result~~ ~~result~~, of that information, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA), collectively researched best practices; ~~spoke with local, state, and federal leaders;~~ developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran ~~b~~By-name lists, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

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The infrastructure and resources have supported successes throughout the state and ~~helped~~ ~~identified~~ additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The ~~b~~By-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

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OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 ~~percent~~% could utilize payments.

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon ~~is in need of~~ needs 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance ~~abuse~~ disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap-around supportive services for people experiencing homelessness ~~and with~~ who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

Rural Communities in Oregon

~~Our housing challenges aren't just faced by urban Oregonians.~~ An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

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~~Another Other~~ themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were ~~that~~ the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to "pencil out."

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Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

In the Portland Metro region, the Joint Office on Homelessness, ~~(Joint Office)~~, a joint project between Multnomah County and the City of Portland, launched a “A Home for Everyone.” Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

~~In November 2018,~~ the Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

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In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources, to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene, to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap-around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

Top Five Milestones Towards the FutureRecent Accomplishments¹⁷

1. Record Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this e-record number in perspective, Oregon funded 4,000 affordable homes last year in 2017, and the year before about roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed

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¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

2. ~~Historic State~~ investments in emergency housing and shelter to help the homeless: Usually left to county and city governments, for the first time the state Oregon has made ~~recent significant historic~~ investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

3. ~~Rural launched housing pilot projects supporting Oregon families, communities, and employers~~: In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, ~~was designed to fund~~ form partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald, City of Donald and GK Machine ~~PARTNER NAME~~
- Pacific City, ~~PARTNER NAME~~ Nestucca Ridge Development
- Warm Springs, ~~PARTNER NAME~~ Jefferson County School District
- Harney County, Community Response Team ~~PARTNER NAME~~
- Lincoln County, ~~PARTNER NAME~~ Proud Ground

4. ~~Making homeownership possible in Oregon~~ Supporting first-time home-buyers: In 2017, the State had a ~~banner strong~~ year of the Oregon Bond Residential Loan Program, which finances ~~below-market-interest~~ loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units—affordable to low-income homebuyers.

In addition to this home finance activity, the state is ~~working hard to expand~~ ing its efforts to provide down payment assistance and housing counseling, which are critical tools in ~~hot~~ markets where prices are out of reach. A key component of this service is ~~Activities include:~~

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Commented [MOU12]: not acutally sure on this hyphenation but going with logic that it is multiple modifier of loan

← Oregon's Individual Development Account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered program "completers," and represent 79 percent of all account closures in 2016. Oregon's rate is among the highest completion rates reported by IDA programs across the country.

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6.5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan, and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

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Plan: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—not one entity, or one person—that can solve the crises throughout across the housing spectrum, from homelessness, to stable rental housing, or to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has four strategies that will focus on areas where the impacts of the housing shortage have been the most acute. The four strategies will run through across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan will balance between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high-outsize rent increases. The Governor supports the affordable and market-rate development partners through

meaningful incentives and reasonable regulations that help to provide certainty ~~into~~ the home building and rental environments.

The Governor's strategies include:

1. ~~End-Prioritize c~~Children's ~~h~~Homelessness: Ensuring no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹
2. ~~House Oregon's v~~Veterans: Ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs.
3. ~~Invest in p~~Permanent ~~s~~Supportive ~~h~~Housing: Moving people from street corners and doorways and into homes by investing in proven strategies like ~~p~~Permanent ~~s~~Supportive ~~h~~Housing.
4. ~~Accelerate g~~Growth in ~~h~~Housing ~~s~~Supply: Dramatically increasing the number of affordable homes throughout Oregon by supporting the growth of housing supplies.

1. ~~End-Prioritize c~~Children's ~~h~~Homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, ~~and by making~~ resource investments to help address ~~high-outsized~~ rent increases, and ~~to build and preserve~~ more affordable homes for children and families

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200--2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience."

<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>

²⁰ OHCS estimate based on current LIFT investment experience.

- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and [OHS-the Department of Human Services's Family Self-Sufficiency agency program](#), is encouraging interagency partnerships and coordination to support a **\$20 million** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²
- F. Expand the Individual Development Account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

2. House Oregon's Veterans

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

Finish the job of ending veteran homelessness in Oregon

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and ~~ODVA~~ [the Oregon Department of Veteran's Affairs](#) partnered to research best practices, ~~spoke with local, state, and federal leaders,~~ developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the on-going needs of Oregon veterans started with providing pilot communities with the resources to establish a By-Name List of homeless veterans, allowing for real time data collection and detailed outcome tracking. The By-Name Lists will continue to help build networks of support so any future instances of veteran homelessness ~~are~~ rare, brief, and ~~non-recurring~~ do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practice ~~sharing~~, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently ~~increased~~ Document Recording Fee resources.

3. Invest in permanent supportive housing

Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs ~~(including persons individuals with disabilities and those persons coming out of chronic homelessness)~~ achieve stable housing and recovery in their communities. PSH features three components:

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent;
- Supportive: Tenants have access to the support services that they need and want to retain housing; and
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities.

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but on-going funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use **\$20 million** of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate Growth of Housing Supply

Creating partnerships and policy to increase Oregon's housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state.

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in General Fund resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to ~~at least a minimum of~~ three dozen collaborative partnerships between employers and communities ~~throughout in rural~~ Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. ~~Rural~~ Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The ~~State~~ will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

~~Governor Brown's plan entails approximately \$370 million of investments focusing on housing stability for families with children, chronically homeless, and rural communities:~~

~~1. Strategy: End Children's Homelessness (\$215 Million)~~

~~Tactics and metrics:~~

- ~~A. Build 2,200 - 2,600 units by 2024 by investing \$160 million in bond proceeds for LIFT with incentives for family-sized units and tailored services for homeless families~~

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

- ~~B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for EHA/SHAP~~
- ~~C. Address Oregon's high rate of children experiencing unsheltered homelessness through encouraging interagency partnerships and coordination to support a \$20 million dollar investment of flexible funding to achieve clear and measurable goals to provide homes for more families with children~~
- ~~D. Preserve 400 units of existing, publicly supported affordable housing by using \$25 million of bonding capacity~~
- ~~E. Acquire at least 800 units in multifamily housing properties by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund~~
- ~~F. Double the IDA tax credit cap to \$15 million to double program graduates to 2,280 allowing more families to save toward homeownership~~
- ~~G. Build on successful strategies to better support low income renters and domestic violence survivors to access and retain private market housing by providing up to \$20 million in investments~~

~~2. Strategy: House Oregon's Veterans~~

~~Tactics and metrics:~~

- ~~• House the estimated 1,200 veterans experiencing homelessness in Oregon~~
- ~~• Lasting infrastructure:

 - ~~○ Build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring~~
 - ~~○ Build upon successful veteran convenings held in December 2017 and June 2018, and provide technical assistance to local partners~~~~
- ~~• Resource deployment:

 - ~~○ Continue increased veterans services~~~~

~~3. Strategy: Invest in Permanent Supportive Housing (\$20 Million)~~

~~Tactics and metrics:~~

- ~~• Building at least 200 PSH units by 2024 through investment of \$20 million in bond proceeds~~
- ~~• OHCS re-tooling its core programs to incentivize development of additional PSH units with appropriate services~~
- ~~• OHCS working with OHA to develop "CCO 2.0" which will include links to housing~~
- ~~• OHCS, OHA and project sponsors to track the impacts of these PSH units on public systems~~

~~4. Strategy: Accelerate Growth of Housing Supply (\$35 Million)~~

~~Tactics and metrics:~~

- ~~• Provide incentives to at least three dozen collaborative, private-public partnerships by dedicating \$15 Million in General Fund resources to accelerate local housing efforts~~

• ~~Make \$20 million available to developers to facilitate development throughout Greater Oregon by modifying the Housing Development Guarantee Account~~

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

DRAFT

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income Income situations: <ul style="list-style-type: none"> Individual on disability Couple on social security Housing context: <ul style="list-style-type: none"> Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> Publicly or privately <u>operated privately-operated</u> shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> More permanent, affordable housing Emergency Housing Assistance (EHA) State Homeless Assistance Program (SHAP), including shelters End Veterans' Homelessness Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> More permanent, affordable housing EHA/SHAP <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12</p>	<ul style="list-style-type: none"> Mental Health Housing Program EHA/SHAP <i>Permanent supportive housing</i>

		months (occasions are separated by a break of at least 7 nights)	
Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has "filtered" down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) <i>Acquisition of "Naturally Occurring Affordable Housing"</i> <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters' access to legal resources proposal</i>
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at	<ul style="list-style-type: none"> <i>Greater Oregon Housing Accelerator</i>

<ul style="list-style-type: none">○ Electrician, 96% MFI, \$70,000• Housing context:<ul style="list-style-type: none">○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate <u>market rate</u> housing options for this group, including a mix of rental and homeowner units.		whatever price the local market is at	
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From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: Some ELD comms items
Date: Tuesday, August 28, 2018 10:50:37 PM

Comfortable with all calls made here (including with Miriam going on TOL).

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:31 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Some ELD comms items

FYI. There are 3 outstanding media requests at ELD that Betty is handling.

1. Dick is coming to Early Learning Council this Thursday. There's a vote on rules. Betty will make no guarantees of who but will line him up with a good council member and ELD staff member to interview.
2. OPB reached out to Miriam about Think Out Loud on the proposed rules a few weeks ago when it was announced. She initially was in favor and may have tentatively accepted, then pulled out. They'd like to circle back to OPB and let them know the vote is up. If TOL still wants to do a show, Lisa and I would run prep for Miriam.
3. (See below.) Miriam had Betty reach out to Dick Hughes about a follow up on a KBND package he contributed to a couple of weeks ago. They missed the window to contribute on his deadline for a story about child care shortages in Central Oregon, and how regulations contribute to the complexities of operating centers. KBND has gotten back in touch with Betty. Lisa and I advised her to decline the reporter's offer to come to Salem and try to line up time next time Miriam does a swing through Central Oregon, which will hopefully be after Children's Cabinet.

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Tuesday, August 28, 2018 at 11:52 AM
To: TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Following up on child care

See below. Dick Hughes will be at ELC on Thursday, and would like an interview.

Miriam and Dawn, I have a Comms meeting with Lisa and Kate this afternoon and will get their thoughts on this, as well as the Central Oregon follow-up story.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>
Sent: Tuesday, August 28, 2018 11:37 AM

To: BERNT Betty - ELD <betty.bernt@state.or.us>

Subject: Re: Following up on child care

My video camera and I plan to go to the Early Learning Council meeting Thursday. I would appreciate getting an interview with the appropriate people/person, either beforehand or afterward, about the child care rules — and anything else I should ask about.

(An interview often makes for better TV video than meeting conversation. I'm learning all these things now that I'm working with TV stations. It's fun to keep learning.)

Thanks,
Dick

Dick Hughes
Hughesisms LLC — “Telling stories with passion, power and precision”
TheHughesisms@Gmail.com
503.559.3019
[Facebook.com/Hughesisms](https://www.facebook.com/Hughesisms)

On Aug 28, 2018, at 10:17 AM, BERNT Betty - ELD <betty.bernt@state.or.us> wrote:

Thanks Dick!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>

Sent: Tuesday, August 28, 2018 10:16 AM

To: BERNT Betty - ELD <betty.bernt@state.or.us>

Subject: Following up on child care

Betty,

In thinking about this, I think it would be best to contact reporter Anyssa Bohanan (abohanan@zolomedia.com) or News Director Curtis Vogel (Cvogel@zolomedia.com) directly.

Thanks for reaching out,

Appreciatively,
Dick

On Aug 22, 2018, at 12:54 PM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Hello Dick,

In speaking with ELD Director Miriam Calderon and the Early Learning Council Chair Sue Miller, we wanted to connect with you to provide more information about the enhancements the Office of Child Care (OCC) is making to our licensing program. While the KOHD/KBNZ [story](#) was timely and informational, we feel there is much more to say about the work we are doing to ensure the safety of young children in Oregon, while encouraging providers and potential providers to maintain active licenses and utilize OCC resources. We hope to provide the public with a better understanding of the Office of Child Care, as well as make them aware of the many resources available to assist both providers and parents in successful child care experiences. We would welcome the opportunity to be part a follow-up story. Do you suggest I contact the station as well? If so, who would be the best contact person?

I would be happy to coordinate an interview or meeting, or provide information via email. Let me know if you are interested and/or available. Thanks!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [LABAR James * GOV](#); [BLOSSER Nik * GOV](#); [KORESKE Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Tuesday, August 28, 2018 10:58:56 PM
Attachments: [Housing Agenda v3 KK COPY EDIT 8.28 11 PM.docx](#)

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:47 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Housing in layout

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Housing Policy Agenda: ~~From Homelessness to Homeownership:~~ ~~Focusing on~~ Housing Stability for Families Children, Veterans and the Chronically Homeless, and Increased ~~,~~ Housing Supply and Rural Communities for Urban and Rural Communities

Commented [MOU1]: Title can be improved to align with education, but not tackling that right now.

Vision and goal

Vision

Every Oregonian, in communities large and small, has access to housing choices that ~~will allow~~
~~them and~~ their family to thrive.

Executive Summary

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~~There is no single solution -- not one entity, or one person -- that can solve the crises~~
~~throughout across~~ the housing spectrum, from homelessness, to stable rental housing, ~~or to~~
increasing homeownership. Coordinated responses are needed to bring together ~~philanthropy,~~
business leaders, developers, builders, and all levels of government to prevent people from
slipping into homelessness, ~~to get people quickly off the street, and to help all Oregonians~~
access stable homes. Today the state is working more closely than ever before with local
governments and other partners to address housing needs across the entire housing spectrum.

Commented [MOU2]: for parallel to other listed entities, should be plural, but i think it's fine.

Governor Brown's housing agenda has four strategies that will focus on ~~areas~~ where the
impacts of the housing shortage have been the most acute. The four strategies will run
~~through across~~ Oregon's entire housing spectrum, including individuals and families
experiencing homelessness, affordable housing, and market-rate housing. The overall goal will
be to simultaneously protect vulnerable renters while supporting the development of housing
supply -- both affordable and market-rate homes. The Governor's goal is to strike a balance
between providing relief to renters in times of outsized rent increases, and supporting the
development community to build more homes. The Governor supports protecting children,
communities of color, limited-income families, and other vulnerable populations with
reasonable protections from no-cause evictions as well as resource investments to help people
find and keep their homes, keep communities intact, and address high rent increases. The
Governor supports affordable and market-rate development partners through meaningful
incentives and reasonable regulations ~~that helps which help~~ to provide certainty ~~to in~~ the
homebuilding and rental environments.

Governor Brown's plan entails approximately \$370 million of state investments, focusing on
housing stability for families with children, ~~the~~ chronically homeless, and rural communities:

1. Prioritize ~~ending c~~Children's ~~h~~Homelessness
 2. House Oregon's ~~v~~Veterans
 3. Invest in ~~p~~Permanent ~~s~~Supportive ~~h~~Housing
 4. Accelerate ~~g~~Growth of ~~h~~Housing ~~s~~Supply
- Goal**

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The Governor's goal is to continue growing ~~Accelerate~~ state leadership in ~~efforts to housing~~ house all Oregonians, ~~including with a focus on children, including state supports for significantly reducing unsheltered homelessness,~~ increasing state investment in affordable housing by more than doubling the existing pipeline—up to 20,000 homes by 2021, maintaining a constant ~~housing~~ supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand ~~imbalance~~ that is reflected in home prices and rental rates. Oregon is not immune to this crisis, ~~and having~~ underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts ~~throughout across~~ Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because ~~different strategies are needed to address the various challenges tools are tailored for each.~~ Major ~~spectrum parts categories of housing challenges~~ include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, ~~existing existing~~ tools, and new proposals are summarized in Attachment 1, Appendix 1: Housing Spectrum Table.²

¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt ~~throughout~~across the spectrum with these groups being acutely affected:

1. ~~1.~~ Families experiencing homelessness;
2. ~~2.~~ Oregon's homeless veterans;
3. ~~3.~~ Chronically homeless individuals; ~~and~~
4. ~~Housing in 4. rural~~ Rural communities ~~throughout Oregon.~~

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Across all these groups, communities of color ~~are bearing~~bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, ~~and are more likely to pay~~spend more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts.³

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~~Oregon communities have worked diligently to address homelessness and to boost the supply of housing in recent years. The most impactful efforts have been collaborative partnerships between housing and service providers, private industry, local leaders, non-profits, state agencies, and local government. A few of those efforts include making great strides with ending veterans' homelessness in Multnomah and Lane counties as well as aligning homeless services in the cities of Portland and Eugene. While progress is being made, much more work is needed.~~

~~Oregon continues to have one of the highest rates of unsheltered homeless individuals in the country, with 57 percent of the state's homeless population living in places not meant for habitation such as on the street or in a car. According to the 2017 Point-in-Time count, 13,953 people were experiencing experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.~~⁴

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One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. ~~As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI).~~ This shortage of affordable units has led to a high percentage of renters ~~paying~~spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those ~~persons~~ individuals (52 percent), 1,826 or 52 percent, are living without shelter at all, ~~which is the second highest rate of unsheltered people in families in the country.~~⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-2017 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and H, -Band B25003I*, (U.S. Census Bureau, 2017).

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count ~~as well as to determine eligibility for resources.~~ ~~Note:~~ Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data,

The National Center for Homeless Education has recognized best practices for helping families ~~and that~~ are based upon collaborative partnerships like ~~the~~ Governor Brown's Children's Cabinet. A collaboration between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community

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Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. ~~This made Oregon the fifth highest state in terms of number of veterans experiencing homelessness.~~ As a ~~result~~ ~~result~~, of that information, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA), collectively researched best practices; ~~spoke with local, state, and federal leaders;~~ developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran ~~b~~By-name lists, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

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The infrastructure and resources have supported successes throughout the state and ~~helped~~ ~~identified~~ additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The ~~b~~By-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

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OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 ~~percent~~% could utilize payments.

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon ~~is in need of needs~~ 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance ~~ab~~use disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap-around supportive services for people experiencing homelessness ~~and with~~ who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

Rural Communities in Oregon

Our housing challenges aren't just faced by urban Oregonians. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

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~~Another Other~~ themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were ~~that~~ the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to "pencil out."

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Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

In the Portland Metro region, the Joint Office on Homelessness, ~~(Joint Office)~~, a joint project between Multnomah County and the City of Portland, launched a “A Home for Everyone.” Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

~~In November 2018,~~ the Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

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In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources, to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene, to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap-around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

Top Five Milestones Towards the FutureRecent Accomplishments¹⁷

1. Record Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this e-record number in perspective, Oregon funded 4,000 affordable homes last year in 2017, and the year before about roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed

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¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

2. ~~Historic State~~ investments in emergency housing and shelter to help the homeless: ~~Usually left to county and city governments, for the first time the state Oregon~~ has made ~~recent significant historic~~ investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

3. ~~Rural launched housing pilot projects supporting Oregon families, communities, and employers~~: In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, ~~was designed to fund~~ ~~form~~ partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- ~~Donald, City of Donald and GK Machine~~ ~~PARTNER NAME~~
- ~~Pacific City, PARTNER NAME~~ ~~Nestucca Ridge Development~~
- ~~Warm Springs, PARTNER NAME~~ ~~Jefferson County School District~~
- ~~Harney County, Community Response Team~~ ~~PARTNER NAME~~
- ~~Lincoln County, PARTNER NAME~~ ~~Proud Ground~~

4. ~~Making homeownership possible in Oregon~~ ~~Supporting first-time home-buyers~~: In 2017, the State had a ~~banner strong~~ year of the Oregon Bond Residential Loan Program, which finances ~~below-market-interest~~ loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units—affordable to ~~low-income~~ homebuyers.

In addition to this home finance activity, the state is ~~working hard to expand~~ ~~ing~~ its efforts to provide down payment assistance and housing counseling, which are critical tools in ~~hot~~ markets where prices are out of reach. A key component of this service is ~~Activities include:~~

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← Oregon's Individual Development Account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered program "completers," and represent 79 percent of all account closures in 2016. Oregon's rate is among the highest completion rates reported by IDA programs across the country.

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6.5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan, and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

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Plan: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—not one entity, or one person—that can solve the crises throughout across the housing spectrum, from homelessness, to stable rental housing, or to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has four strategies that will focus on areas where the impacts of the housing shortage have been the most acute. The four strategies will run through across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan will balance between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high-outsize rent increases. The Governor supports the affordable and market-rate development partners through

meaningful incentives and reasonable regulations that help to provide certainty ~~into~~ the home building and rental environments.

The Governor's strategies include:

1. ~~End-Prioritize ending c~~Children's ~~h~~Homelessness: Ensuring no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹
2. House Oregon's ~~v~~Veterans: Ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs.
3. Invest in ~~p~~Permanent ~~s~~Supportive ~~h~~Housing: Moving people from street corners and doorways and into homes by investing in proven strategies like ~~p~~Permanent ~~s~~Supportive ~~h~~Housing.
4. Accelerate ~~g~~Growth in ~~h~~Housing ~~s~~Supply: Dramatically increasing the number of affordable homes throughout Oregon by supporting the growth of housing supplies.

1. ~~End-Prioritize ending c~~Children's ~~h~~Homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, ~~and by making~~ resource investments to help address ~~high-outsize~~d rent increases, and ~~to~~ build and preserve more affordable homes for children and families

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, ~~the~~ private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200--2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience."
<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and [DHS-the Department of Human Services's Family Self-Sufficiency agency program](#), is encouraging interagency partnerships and coordination to support a **\$20 million dollar** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²
- F. Expand the [Individual Development Account \(IDA\)](#) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

²⁰ OHCS estimate based on current LIFT investment experience.

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

2. House Oregon's Veterans

Finish the job of ending veteran homelessness in Oregon

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and ~~ODVA~~ the Oregon Department of Veterans' Affairs partnered to research best practices, ~~spoke with local, state, and federal leaders,~~ developed an interactive map of current veteran resources, ~~and~~ and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the on-going needs of Oregon veterans started with providing pilot communities with the resources to establish a By-Name List of homeless veterans, allowing for real time data collection and detailed outcome tracking. The By-Name Lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and ~~non-recurring~~ do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practice ~~sharing~~, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently ~~increased~~ Document Recording Fee resources.

3. Invest in pPermanent sSupportive hHousing

Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs ~~including persons~~

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.

individuals with disabilities and ~~those persons~~ coming out of chronic homelessness, achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent;
- Supportive: Tenants have access to the support services that they need and want to retain housing, ~~and~~
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities.

While PSH is a nationally ~~recognized~~, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but on-going funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate ~~g~~Growth of ~~h~~Housing ~~s~~Supply

Creating partnerships and policy to increase Oregon's housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state.

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in General Fund resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to ~~at least a minimum of~~ three dozen collaborative partnerships between employers and communities ~~throughout in rural~~ Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. ~~Rural~~ Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The ~~s~~State will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

~~Governor Brown's plan entails approximately \$370 million of investments focusing on housing stability for families with children, chronically homeless, and rural communities:~~

~~1. Strategy: End Children's Homelessness (\$315 Million)
Tactics and metrics:~~

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

- ~~A. Build 2,200–2,600 units by 2024 by investing \$160 million in bond proceeds for LIFT with incentives for family-sized units and tailored services for homeless families~~
- ~~B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for EHA/SHAP~~
- ~~C. Address Oregon's high rate of children experiencing unsheltered homelessness through encouraging interagency partnerships and coordination to support a \$20 million dollar investment of flexible funding to achieve clear and measurable goals to provide homes for more families with children~~
- ~~D. Preserve 400 units of existing, publicly supported affordable housing by using \$25 million of bonding capacity~~
- ~~E. Acquire at least 800 units in multifamily housing properties by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund~~
- ~~F. Double the IDA tax credit cap to \$15 million to double program graduates to 2,280 allowing more families to save toward homeownership~~
- ~~G. Build on successful strategies to better support low-income renters and domestic violence survivors to access and retain private market housing by providing up to \$20 million in investments~~

~~2. Strategy: House Oregon's Veterans~~

~~Tactics and metrics:~~

- ~~• House the estimated 1,300 veterans experiencing homelessness in Oregon~~
- ~~• Lasting infrastructure:

 - ~~○ Build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring~~
 - ~~○ Build upon successful veteran convenings held in December 2017 and June 2018, and provide technical assistance to local partners~~~~
- ~~• Resource deployment:

 - ~~○ Continue increased veterans services~~~~

~~3. Strategy: Invest in Permanent Supportive Housing (\$20 Million)~~

~~Tactics and metrics:~~

- ~~• Building at least 200 PSH units by 2024 through investment of \$20 million in bond proceeds~~
- ~~• OHCS re-tooling its core programs to incentivize development of additional PSH units with appropriate services~~
- ~~• OHCS working with OHA to develop "CCO 2.0" which will include links to housing~~
- ~~• OHCS, OHA and project sponsors to track the impacts of these PSH units on public systems~~

~~4. Strategy: Accelerate Growth of Housing Supply (\$25 Million)~~

~~Tactics and metrics:~~

- ~~Provide incentives to at least three dozen collaborative, private-public partnerships by dedicating \$15 Million in General Fund resources to accelerate local housing efforts~~
- ~~Make \$20 million available to developers to facilitate development throughout Greater Oregon by modifying the Housing Development Guarantee Account~~

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

DRAFT

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-30 percent% Medium Family Income (MFI), less than \$22,000 annual income Income situations: <ul style="list-style-type: none"> Individual on disability Couple on social security Housing context: <ul style="list-style-type: none"> Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> Publicly or privately <u>operated privately-operated</u> shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> More permanent, affordable housing Emergency Housing Assistance (EHA) State Homeless Assistance Program (SHAP), including shelters End Veterans' Homelessness Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> More permanent, affordable housing EHA/SHAP <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12</p>	<ul style="list-style-type: none"> Mental Health Housing Program EHA/SHAP <i>Permanent supportive housing</i>

		months (occasions are separated by a break of at least 7 nights)	
Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level—at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) <i>Acquisition of “Naturally Occurring Affordable Housing”</i> <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at	<ul style="list-style-type: none"> <i>Greater Oregon Housing Accelerator</i>

<ul style="list-style-type: none"> ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate<u>market rate</u> housing options for this group, including a mix of rental and homeowner units. 		whatever price the local market is at	
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DRAFT

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: Housing in layout
Date: Tuesday, August 28, 2018 11:02:48 PM
Attachments: [Housing Agenda v3 KK COPY EDIT 8.28 11 PM.docx](#)

Caught a few of my own mistakes and inconsistencies, but nothing egregious. Listing here so I don't forget: a double comma, aligning wording and capitalization of the goals in the executive summary and on page 9, and some hyphen changes in the table.

After others weigh in, let's coordinate after the next pass on updating in InDesign. I'm flexible in terms of timing tomorrow besides a meeting with Tina and a call with Marc/Lisa, but am missing some of the linked fonts so can't make all changes and PDF a final.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:58 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:47 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Housing in layout

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Housing Policy Agenda: ~~From Homelessness to Homeownership:~~ ~~Focusing on~~ Housing Stability for Families Children, Veterans and the Chronically Homeless, and Increased ~~, Housing Supply and Rural~~ ~~Communities~~ for Urban and Rural Communities

Commented [MOU1]: Title can be improved to align with education, but not tackling that right now.

Vision and goal

Vision

Every Oregonian, in communities large and small, has access to housing choices that ~~will allow~~
~~them and~~ their family to thrive.

Executive Summary

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~~There is no single solution -- not one entity, or one person -- that can solve the crises~~
~~throughout across~~ the housing spectrum, from homelessness, to stable rental housing, ~~or to~~
increasing homeownership. Coordinated responses are needed to bring together ~~philanthropy,~~
business leaders, developers, builders, and all levels of government to prevent people from
slipping into homelessness, to get people quickly off the street, and to help all Oregonians
access stable homes. Today the state is working more closely than ever before with local
governments and other partners to address housing needs across the entire housing spectrum.

Commented [MOU2]: for parallel to other listed entities, should be plural, but i think it's fine.

Governor Brown's housing agenda has four strategies that will focus on ~~areas~~ where the
impacts of the housing shortage have been the most acute. The four strategies will run
~~through across~~ Oregon's entire housing spectrum, including individuals and families
experiencing homelessness, affordable housing, and market-rate housing. The overall goal will
be to simultaneously protect vulnerable renters while supporting the development of housing
supply -- both affordable and market-rate homes. The Governor's goal is to strike a balance
between providing relief to renters in times of outsized rent increases, and supporting the
development community to build more homes. The Governor supports protecting children,
communities of color, limited-income families, and other vulnerable populations with
reasonable protections from no-cause evictions as well as resource investments to help people
find and keep their homes, keep communities intact, and address high rent increases. The
Governor supports affordable and market-rate development partners through meaningful
incentives and reasonable regulations ~~that helps which help~~ to provide certainty ~~to in~~ the
homebuilding and rental environments.

Governor Brown's plan entails approximately \$370 million of state investments, focusing on
housing stability for families with children, ~~the~~ chronically homeless, and rural communities:

1. Prioritize ~~ending c~~Children's ~~h~~Homelessness
 2. House Oregon's ~~v~~Veterans
 3. Invest in ~~p~~Permanent ~~s~~Supportive ~~h~~Housing
 4. Accelerate ~~g~~Growth of ~~h~~Housing ~~s~~Supply
- Goal**

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The Governor's goal is to continue growing ~~Accelerate~~ state leadership in ~~efforts to housing~~ ~~house~~ all Oregonians, ~~including with a focus on children, including state supports for significantly reducing unsheltered homelessness,~~ increasing state investment in affordable housing by more than doubling the existing pipeline—up to 20,000 homes by 2021, maintaining a constant ~~housing~~ supply of all ~~housing~~ types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an ~~imbalance in~~ supply and demand ~~imbalance~~ that is reflected in home prices and rental rates. Oregon is not immune to this crisis, ~~and having~~ underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts ~~throughout across~~ Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because ~~different strategies are needed to address the various challenges~~ ~~tools are tailored for each.~~ Major ~~spectrum parts~~ ~~categories of housing challenges~~ include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, ~~existing existing~~ tools, and new proposals are summarized in ~~Attachment 1, Appendix 1:~~ Housing Spectrum Table.²

¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt ~~throughout~~across the spectrum with these groups being acutely affected:

1. ~~1.~~ Families experiencing homelessness;
2. ~~2.~~ Oregon's homeless veterans;
3. ~~3.~~ Chronically homeless individuals; ~~and~~
4. ~~Housing in 4. rural~~ Rural communities ~~throughout Oregon.~~

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Across all these groups, communities of color ~~are bearing~~bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, ~~and are more likely to pay~~spend more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts.³

Commented [MOU3]: Personally, I just don't like this phrasing. Can we use "the white population" as below?

~~Oregon communities have worked diligently to address homelessness and to boost the supply of housing in recent years. The most impactful efforts have been collaborative partnerships between housing and service providers, private industry, local leaders, non-profits, state agencies, and local government. A few of those efforts include making great strides with ending veterans' homelessness in Multnomah and Lane counties as well as aligning homeless services in the cities of Portland and Eugene. While progress is being made, much more work is needed.~~

~~Oregon continues to have one of the highest rates of unsheltered homeless individuals in the country, with 57 percent of the state's homeless population living in places not meant for habitation such as on the street or in a car. According to the 2017 Point-in-Time count, 13,953 people were experiencing experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.~~⁴

Commented [MOU4]: Should this not be cited as well? CEDO cited its own report.

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. ~~As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI).~~ This shortage of affordable units has led to a high percentage of renters ~~paying~~spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those ~~persons~~ individuals (52 percent), 1,826 or 52 percent, are living without shelter at all, ~~which is the second highest rate of unsheltered people in families in the country.~~⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-2017 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and H, -Band B25003I*, (U.S. Census Bureau, 2017).

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count ~~as well as to determine eligibility for resources.~~ ~~Note:~~ Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data,

The National Center for Homeless Education has recognized best practices for helping families ~~and that~~ are based upon collaborative partnerships like ~~the~~ Governor Brown's Children's Cabinet. A collaboration between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community

Commented [MOU5]: This is a sentence fragment and I don't know what it means well enough to write it. Can call James or Ariel.

Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. ~~This made Oregon the fifth highest state in terms of number of veterans experiencing homelessness.~~ As a ~~result~~ ~~result~~, of that information, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA), collectively researched best practices; ~~spoke with local, state, and federal leaders;~~ developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran ~~b~~By-name lists, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

Commented [MOU6]: This is jargon! think it can be put in plain language, but would have to talk to James/Ariel.

The infrastructure and resources have supported successes throughout the state and ~~helped~~ ~~identified~~ additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The ~~b~~By-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

Commented [MOU7]: infrastructure and resources are not people so cannot identify needs

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 ~~percent~~% could utilize payments.

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon ~~is in need of~~ needs 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance ~~abuse~~ disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap-around supportive services for people experiencing homelessness ~~and with~~ who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

Rural Communities in Oregon

~~Our housing challenges aren't just faced by urban Oregonians.~~ An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Commented [MOU8]: Passive voice, could be strengthened by making active.

~~Another Other~~ themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were ~~that~~ the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to "pencil out."

Commented [MOU9]: jargon

Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

In the Portland Metro region, the Joint Office on Homelessness, ~~(Joint Office)~~, a joint project between Multnomah County and the City of Portland, launched a “A Home for Everyone.” Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

~~In November 2018,~~ the Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

Commented [MOU10]: OHCS uses limited-income as a term earlier in the paper, and i know that's their preference. Can change or leave.

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources, to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene, to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap-around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

Top Five Milestones Towards the FutureRecent Accomplishments¹⁷

1. Record Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this e-record number in perspective, Oregon funded 4,000 affordable homes last year in 2017, and the year before about roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed

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¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

2. ~~Historic State~~ investments in emergency housing and shelter to help the homeless: ~~Usually left to county and city governments, for the first time the state Oregon~~ has made ~~recent significant historic~~ investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

3. ~~Rural launched housing pilot projects supporting Oregon families, communities, and employers~~: In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, ~~was designed to fund~~ ~~form~~ partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- ~~Donald, City of Donald and GK Machine~~ ~~PARTNER NAME~~
- ~~Pacific City, PARTNER NAME~~ ~~Nestucca Ridge Development~~
- ~~Warm Springs, PARTNER NAME~~ ~~Jefferson County School District~~
- ~~Harney County, Community Response Team~~ ~~PARTNER NAME~~
- ~~Lincoln County, PARTNER NAME~~ ~~Proud Ground~~

4. ~~Making homeownership possible in Oregon~~ ~~Supporting first-time home-buyers~~: In 2017, the State had a ~~banner strong~~ year of the Oregon Bond Residential Loan Program, which finances ~~below-market-interest~~ loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units—affordable to ~~low-income~~ homebuyers.

In addition to this home finance activity, the state is ~~working hard to expand~~ ~~ing~~ its efforts to provide down payment assistance and housing counseling, which are critical tools in ~~hot~~ markets where prices are out of reach. A key component of this service is ~~Activities include:~~

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Commented [MOU12]: not acutally sure on this hyphenation but going with logic that it is multiple modifier of loan

Commented [MOU13]: Limited income, per OHCS use/preference?

← Oregon's Individual Development Account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered program "completers," and represent 79 percent of all account closures in 2016. Oregon's rate is among the highest completion rates reported by IDA programs across the country.

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6.5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan, and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

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Plan: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—not one entity, or one person—that can solve the crises throughout across the housing spectrum, from homelessness, to stable rental housing, or to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has four strategies that will focus on areas where the impacts of the housing shortage have been the most acute. The four strategies will run through across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan will balance between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high-outsize rent increases. The Governor supports the affordable and market-rate development partners through

meaningful incentives and reasonable regulations that help to provide certainty ~~into~~ the home building and rental environments.

The Governor's strategies include:

1. ~~End-Prioritize ending c~~Children's ~~h~~Homelessness: Ensuring no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹
2. House Oregon's ~~v~~Veterans: Ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs.
3. Invest in ~~p~~Permanent ~~s~~Supportive ~~h~~Housing: Moving people from street corners and doorways and into homes by investing in proven strategies like ~~p~~Permanent ~~s~~Supportive ~~h~~Housing.
4. Accelerate ~~g~~Growth in ~~h~~Housing ~~s~~Supply: Dramatically increasing the number of affordable homes throughout Oregon by supporting the growth of housing supplies.

1. ~~End-Prioritize ending c~~Children's ~~h~~Homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, ~~and by making~~ resource investments to help address ~~high-outsize~~d rent increases, and ~~to~~ build and preserve more affordable homes for children and families

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, ~~the~~ private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200--2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience."
<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and [DHS-the Department of Human Services's Family Self-Sufficiency agency program](#), is encouraging interagency partnerships and coordination to support a **\$20 million dollar** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²
- F. Expand the [Individual Development Account \(IDA\)](#) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

²⁰ OHCS estimate based on current LIFT investment experience.

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

2. House Oregon's Veterans

Finish the job of ending veteran homelessness in Oregon

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and ~~ODVA~~ the Oregon Department of Veterans' Affairs partnered to research best practices, ~~spoke with local, state, and federal leaders,~~ developed an interactive map of current veteran resources, ~~and~~ and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the on-going needs of Oregon veterans started with providing pilot communities with the resources to establish a By-Name List of homeless veterans, allowing for real time data collection and detailed outcome tracking. The By-Name Lists will continue to help build networks of support so any future instances s of veteran homelessness ~~are~~ rare, brief, and ~~non-recurring~~ do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practice ~~sharing~~, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently ~~increased~~ Document Recording Fee resources.

3. Invest in pPermanent sSupportive hHousing

Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments s and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs ~~including persons~~

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.

individuals with disabilities and ~~those persons~~ coming out of chronic homelessness, achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent;
- Supportive: Tenants have access to the support services that they need and want to retain housing, ~~and~~
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities.

While PSH is a nationally ~~recognized~~, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but on-going funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate ~~g~~Growth of ~~h~~Housing ~~s~~Supply

Creating partnerships and policy to increase Oregon's housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state.

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in General Fund resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to ~~at least a minimum of~~ three dozen collaborative partnerships between employers and communities ~~throughout in rural~~ Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. ~~Rural~~ Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The ~~s~~State will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

~~Governor Brown's plan entails approximately \$370 million of investments focusing on housing stability for families with children, chronically homeless, and rural communities:~~

~~1. Strategy: End Children's Homelessness (\$315 Million)
Tactics and metrics:~~

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

- ~~A. Build 2,200–2,600 units by 2024 by investing \$160 million in bond proceeds for LIFT with incentives for family-sized units and tailored services for homeless families~~
- ~~B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for EHA/SHAP~~
- ~~C. Address Oregon's high rate of children experiencing unsheltered homelessness through encouraging interagency partnerships and coordination to support a \$20 million dollar investment of flexible funding to achieve clear and measurable goals to provide homes for more families with children~~
- ~~D. Preserve 400 units of existing, publicly supported affordable housing by using \$25 million of bonding capacity~~
- ~~E. Acquire at least 800 units in multifamily housing properties by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund~~
- ~~F. Double the IDA tax credit cap to \$15 million to double program graduates to 2,280 allowing more families to save toward homeownership~~
- ~~G. Build on successful strategies to better support low-income renters and domestic violence survivors to access and retain private market housing by providing up to \$20 million in investments~~

~~2. Strategy: House Oregon's Veterans~~

~~Tactics and metrics:~~

- ~~• House the estimated 1,300 veterans experiencing homelessness in Oregon~~
- ~~• Lasting infrastructure:

 - ~~○ Build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring~~
 - ~~○ Build upon successful veteran convenings held in December 2017 and June 2018, and provide technical assistance to local partners~~~~
- ~~• Resource deployment:

 - ~~○ Continue increased veterans services~~~~

~~3. Strategy: Invest in Permanent Supportive Housing (\$20 Million)~~

~~Tactics and metrics:~~

- ~~• Building at least 200 PSH units by 2024 through investment of \$20 million in bond proceeds~~
- ~~• OHCS re-tooling its core programs to incentivize development of additional PSH units with appropriate services~~
- ~~• OHCS working with OHA to develop "CCO 2.0" which will include links to housing~~
- ~~• OHCS, OHA and project sponsors to track the impacts of these PSH units on public systems~~

~~4. Strategy: Accelerate Growth of Housing Supply (\$25 Million)~~

~~Tactics and metrics:~~

- ~~Provide incentives to at least three dozen collaborative, private-public partnerships by dedicating \$15 Million in General Fund resources to accelerate local housing efforts~~
- ~~Make \$20 million available to developers to facilitate development throughout Greater Oregon by modifying the Housing Development Guarantee Account~~

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

DRAFT

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-30 percent% Medium Family Income (MFI), less than \$22,000 annual income Income situations: <ul style="list-style-type: none"> Individual on disability Couple on social security Housing context: <ul style="list-style-type: none"> Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> Publicly or privately <u>operated privately-operated</u> shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> More permanent, affordable housing Emergency Housing Assistance (EHA) State Homeless Assistance Program (SHAP), including shelters End Veterans' Homelessness Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> More permanent, affordable housing EHA/SHAP <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12</p>	<ul style="list-style-type: none"> Mental Health Housing Program EHA/SHAP <i>Permanent supportive housing</i>

		months (occasions are separated by a break of at least 7 nights)	
Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level—at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) Acquisition of “Naturally Occurring Affordable Housing” Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at	<ul style="list-style-type: none"> Greater Oregon Housing Accelerator

<ul style="list-style-type: none">○ Electrician, 96% MFI, \$70,000• Housing context:<ul style="list-style-type: none">○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate <u>market rate</u> housing options for this group, including a mix of rental and homeowner units.		whatever price the local market is at	
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From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Housing in layout
Date: Tuesday, August 28, 2018 11:06:16 PM

Also, if we wanted Colleen to do the tables too, we could see if she's free in the AM.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Tuesday, August 28, 2018 at 11:02 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: Housing in layout

Caught a few of my own mistakes and inconsistencies, but nothing egregious. Listing here so I don't forget: a double comma, aligning wording and capitalization of the goals in the executive summary and on page 9, and some hyphen changes in the table.

After others weigh in, let's coordinate after the next pass on updating in InDesign. I'm flexible in terms of timing tomorrow besides a meeting with Tina and a call with Marc/Lisa, but am missing some of the linked fonts so can't make all changes and PDF a final.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:58 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:47 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Housing in layout

Hi all,
Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.
Kate, I've uploaded the indesign file on drive.

Thanks
Chris

Chris Pair

Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | **M:** 503.559.5938

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Housing symphony remarks
Date: Tuesday, August 28, 2018 11:26:18 PM

Let's discuss with Kourtney/Nikki on team call, but are there any details beyond what's in the prep invite that I can go off of?

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Subject: Re: Back to School language
Date: Tuesday, August 28, 2018 11:57:12 PM

Please ignore highlighting. Let me know if you need anything else, and thanks!

- Back to school excitement is about the possibilities a new year brings, and makes me reflect on all of the possibilities—and opportunities—our students have to connect with classmates, lessons, and their futures.
- Education drives opportunity. Oregon as a state can only reach its potential when we make sure that our kids reach theirs.
- My vision is of an Oregon where every student graduates from high school with a plan for their future, and the skills to make it a reality. To do that, we need to target investments in both early learning and high school.
- To put Oregon on a path to graduating every student in high school, 90% of students need to graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.
- More high school students—every single one—need skills training via access to hands-on learning like career and technical education to compete in a global economy.
- When kids are set up for success in kindergarten, they do better throughout their academic journeys. More children will be ready to learn when we expand access to preschool to an additional 10K of our highest-need families in the coming biennium, and to 40K families by 2025.
- All of our kids will benefit from more time with great teachers, which comes from improving class sizes in early childhood. Our goal is to have 20 students per teacher in kindergarten, and 23 in grades 1 to 3. We also need great teachers, more school days, and to feel safe in their schools.
- I believe every student in Oregon can succeed, and am working hard to provide more opportunities for our students to thrive and reach their full potential, this year and into the future. [#BackToSchool](#)

For reference, the link to the full education agenda:

<https://drive.google.com/file/d/1BIO3DsKCQXHTaLuW8CUhzYXjxAnFyrpQ/view>

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Tuesday, August 28, 2018 at 10:49 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Back to School language

Kate, please send me your bullets by end of today. Whatever you have, in whatever format is good with me. I'm meeting with some ODE team members at 8:30 am tomorrow to discuss their brief Thursday speech at a school. Thanks for your help.

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From: [BROWN Katherine * GOV](#)
To: [ZEJDLIK Gina * GOV](#); [LESLIE Berri * GOV](#)
Subject: The Washington Post: Cold rooms 'notoriously sexist'? Cynthia Nixon seeks 76-degree setting for Cuomo debate.
Date: Wednesday, August 29, 2018 6:36:44 AM

See? I am not the only one.

Cold rooms 'notoriously sexist'? Cynthia Nixon seeks 76-degree setting for Cuomo debate.

The Washington Post

Cuomo is known for liking the thermostat set low. Nixon isn't a fan. [Read the full story](#)

Shared from [Apple News](#)

Sent from my iPhone

From: [LESLIE Berri * GOV](#)
To: [BROWN Katherine * GOV](#); [ZEJDLIK Gina * GOV](#)
Subject: RE: The Washington Post: Cold rooms 'notoriously sexist'? Cynthia Nixon seeks 76-degree setting for Cuomo debate.
Date: Wednesday, August 29, 2018 6:39:57 AM

You are not alone – it's been especially bad lately. We could start putting those hot stones in our pockets?

From: BROWN Katherine * GOV
Sent: Wednesday, August 29, 2018 6:37 AM
To: ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: The Washington Post: Cold rooms 'notoriously sexist'? Cynthia Nixon seeks 76-degree setting for Cuomo debate.

See? I am not the only one.

Cold rooms 'notoriously sexist'? Cynthia Nixon seeks 76-degree setting for Cuomo debate.

The Washington Post

Cuomo is known for liking the thermostat set low. Nixon isn't a fan. [Read the full story](#)

Shared from [Apple News](#)

Sent from my iPhone

From: [LESLIE Berri * GOV](#)
To: [LEE Bill D * DAS](#)
Cc: [CAMPOS Shelby * GOV](#); [ZEJDLIK Gina * GOV](#); [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#)
Subject: Budget Documents
Date: Wednesday, August 29, 2018 6:47:32 AM
Attachments: [Office of the Governor Pop Vans\(2\).doc](#)
[POP 103 Diversity and Inclusion Coordinator.doc](#)
[POP 102 Small Business Forums.doc](#)
[POP 101 Census Coordinator 2020 Census.doc](#)

Hi Bill –

Here are the four POP narratives. These include edits from Nik. I know there are other budget documents out there you need us to complete. Would you please send us an email with a list of what else you need and the deadlines by when you need them? I know you've done this before so thank you for doing it again.

Thanks!

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

Program Option Package: 104 Extradition Program – Shuttle Service

Companion Package: No

Purpose: This package will enable the Office of the Governor – Extradition program to continue the operations of the Northwest Shuttle Program. Extradition is a gubernatorial function by statute and plays an important role in the criminal justice system. By statute, the Arrest and Return Program reimburses the cost of extraditions requested by Oregon's 36 counties, the Department of Corrections, and the Psychiatric Security Review Board.

The Northwest Shuttle System is the lowest cost means of transporting fugitives to Oregon counties via vans. It consists of established routes and times between the counties using county – not State of Oregon – resources. Since the 1990s, with the savings the State of Oregon realizes from the shuttle system, vans and equipment have been purchased for Oregon counties as incentive for their continued participation in the shuttle system. Due to extensive use, vans must be replaced each biennium on a rolling basis as needed.

How Achieved: Purchase two 15 passenger vans to enable hub counties to continue operation of the Oregon Northwest Shuttle System. The cost per van is approximately \$36,000 for a total of \$72,000 in one-time package costs. These two vans will be a part of the replacement life cycle of the shuttle vehicles.

Background: Fugitives apprehended in any of the participating shuttle states are returned at minimal cost to the State of Oregon by local law enforcement agencies. Fugitives are moved by transport vans from one county to another in each participating shuttle state until delivered to the requesting agency in the requesting state. The cost savings realized by the State of Oregon from the use of this multistate and county-run shuttle system is substantial. Cost savings for the 2015-17 biennia were \$591,662.90. Examples of other figures are included in the Budget Narrative document. While the savings are significant for the State of Oregon, the governor's office understands that counties are absorbing state costs by participating in the shuttle system. Since the early 1990s, the State of Oregon redistributes a portion of the savings back to the counties in the form of vehicles, equipment, or both. This relationship maintains the counties' participation in the shuttle system and allows the State of Oregon's Arrest and Return Program to maximize extradition dollars.

The only cost to the state is the initial purchase of the vans. The county assumes the entire responsibility for the care and maintenance of the vehicle, holding the state harmless. The county is also responsible for caging and insurance costs. Lastly, the county must continue to participate in the shuttle system or the vehicle is returned for redistribution to a participating county. After three years or when the vehicle has high mileage, the state relinquishes the title of the vehicle to the county. All Oregon counties are eligible for state assistance. The Oregon Transport Association and the Director of Extradition Services determine where the vans and equipment are most needed to keep the shuttle system up and running.

Staffing Impact:

None

Revenue Source: Use ending balance cash available from the restitution program

_____ Agency Request _____ Governor's Budget _____ Legislatively Adopted Budget Page _____

BUDGET NARRATIVE

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Program Option Package: 103 Diversity and Inclusion Coordinator

Companion Package: No

Purpose: The Office of Diversity, Equity, and Inclusion (DEI) oversees affirmative action implementation at state agencies and develops economic and business equity policy for the Governor. The Governor has established ambitious and aggressive goals for DEI, creating a need for the Diversity and Inclusion Coordinator position to assist in these program areas.

Affirmative action aims to increase diversity in recruitment, hiring, retention, promotion, and succession planning in state government agencies; provide leadership and support in the implementation of diversity, equity, and inclusion efforts across state agencies; increase enterprise awareness of the benefits of a diverse workforce; and create opportunities for external outreach and engagement with community partners and stakeholders.

Economic and business equity works to create an equitable opportunity to access government contracting and resources for business communities around the state; increase growth of small businesses in rural areas; increase enterprise awareness of the benefit of supplier diversity; remove barriers to growth for small businesses; increase the use of minority-owned, women-owned, service-disabled owned businesses and emerging small businesses (COBID-certified firms); and provide strong leadership and support to all agencies.

These goals require a fundamental change to how state government operates. To support a cultural shift of this scale, staffing and leadership is required to help Oregon state agencies think differently about their work and adapt their practices to work toward these aggressive affirmative action and business equity goals.

Significant momentum and results have already been achieved under Governor Brown's leadership over the past three years:

- The bimonthly DI AA EEO meetings, which provide information and support to state government affirmative action representatives have increased attendance by more than 90 percent, have 100 percent agency participation in affirmative action plan submission, and increased agency awareness of the importance of affirmative action, employee resource groups, and community engagement.
- The affirmative action manager revamped the biennial affirmative action summary report; produced an updated affirmative action Executive Order (AA EO 17-11) in 2017; and provided training for internal and external partners on diversity, equity, and inclusion; affirmative action; and equal employment opportunity.
- The economic and business equity manager revived the annual Governor's Marketplace Conference in March 2017 and nearly doubled the size of attendance with expansive session offerings for small businesses in March 2018.
- Executive Order 18-03, produced in March 2018, established a foundation for which state agencies will work to increase supplier diversity and create a platform for collaboration of statewide efforts to increase state contract dollars awarded to COBID-certified firms.

BUDGET NARRATIVE

- In 2018, statewide community engagement increased, creating access and connections for rural business communities and in collaboration with Business Oregon, continues to generate an increase of COBID-certified firm applicants.

This position will enable the Office of the Governor to provide additional statewide support and coordination, both internally and externally, of affirmative action and economic and business equity work under the Office of Diversity, Equity, and Inclusion.

How Achieved:

The Diversity and Inclusion Coordinator will be responsible for analyzing current programs, policies, and practices related to statewide affirmative action, diversity, and inclusion, and business equity programs. As part of this analysis, the coordinator will be responsible for comparing current practices with national trends and best practices to make recommendations about improvements in Oregon's policies and programs. These improvements will help Oregon agencies achieve our affirmative action goals while also working toward the goals outlined in the Governor's Executive Order 18-03, which reduces barriers and creates opportunities for small businesses who want to do business with state government. The Diversity and Inclusion Coordinator will also manage research studies, design new operational systems for state government that support these goals, and provide a voice across Oregon to engage communities in this effort. The Diversity and Inclusion Coordinator will also be responsible for managing workshops, trainings, and conferences.

Staffing Impact:

Establish one permanent, full time Operations and Policy Analyst 3, SR (1.00 FTE)

Revenue Source:

BUDGET NARRATIVE

\$238,501 Other Funds Limited, Statewide assessment – (split between Diversity and Inclusion and the COBID assessment)

☒ Agency Request

☐ Governor's Budget

☐ Legislatively Adopted

Budget Page

DRAFT

BUDGET NARRATIVE

Program Option Package: 102 Small Business Forums

Companion Package: No

Purpose: In March 2018, Governor Brown released Executive Order 18-03, directing agencies to increase their work with minority, women, service-disabled, and emerging small businesses. This type of significant institutional change requires time and extensive outreach to engage with business communities across the state, particularly in rural areas. This money, raised through sponsorships, will help pay for the costs associated with that outreach. These sponsorships will fund materials, travel, workshops and other training related costs to ensure that Oregon's small businesses have the tools, resources, and education they need to successfully compete for state contracts.

How Achieved:

The Governor's office has created a series of co-sponsored events across Oregon to develop businesses that may otherwise struggle to compete. These events are partially funded by the Governor's office, but are mostly funded by sponsorships with local business and community groups. In addition to smaller local events, the Governor's office also coordinates the Governor's annual marketplace conference, which is a large statewide opportunity for businesses across Oregon to learn more about how to do business with the state and regional government. All of these events benefit from significant financial and resource contributions from our non-state government partners. Other participants at these events include the Oregon Small Business Development Program, Department of Administrative Services, Secretary of State, Oregon Department of Transportation, and Business Oregon.

Staffing Impact:

None

Revenue Source:

\$230,000 Other Funds Limited - Donations

☒ Agency Request

☐ Governor's Budget

☐ Legislatively Adopted

Budget Page ____

BUDGET NARRATIVE

Program Option Package: 101 Census Coordinator – 2020 Census

Companion Package: No

Purpose: This package will enable the Office of the Governor to ensure the Oregon Census 2020 activities are comprehensive and complete. This is important because the results of the 2020 census determines how congressional and state legislative seats are divided, the amount of federal dollars Oregon receives, the focus of health and wellness programs, decisions related to Social Security, and significant business decisions. It is important that all Oregonians are counted accurately.

How Achieved:

The Census Coordinator will serve as the primary point of contact for the Census Bureau employees and their operations. As part of this, the Census Coordinator will need to work regularly with local and regional census staff. The Census Coordinator will need to create and staff Oregon's "Every Vote Counts Committee," making sure to include critical voices in that process.

The Census Coordinator will also need to work with state and university employees who provide data and support to the U.S. Census Bureau to ensure all requests for information for the bureau are timely and well executed, disseminate information to local governments and constituency groups, and support the bureau by ensuring those same groups meet deadlines and key benchmarks for gathering information.

The Census Coordinator will also play a key role in educating the public and increasing awareness about the census before canvassers are in local communities.

BUDGET NARRATIVE

Staffing Impact:

Establish one Limited Duration (LD), full-time Operations and Policy Analyst 4, SR 32 (.75 FTE)

Revenue Source:

\$235,938 General Fund

☒ Agency Request

☐ Governor's Budget

☐ Legislatively Adopted

Budget Page

DRAFT

From: [LESLIE Berri * GOV](#)
To: [MICKELSON Sara - ELD](#)
Cc: [CALDERON Miriam - ELD](#); [Sue Miller](#)
Subject: RE: Children's Cabinet Prioritization Matrix_PSWF
Date: Wednesday, August 29, 2018 6:54:20 AM

Bravo Sara – this is wonderful – thank you so much for all your hard work. I'll start incorporating this with the other work groups and we'll have a package ready for Monday.

From: MICKELSON Sara - ELD [mailto:sara.mickelson@state.or.us]
Sent: Tuesday, August 28, 2018 10:35 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Cc: CALDERON Miriam - ELD <miriam.calderon@state.or.us>; Sue Miller <suemiller500@gmail.com>
Subject: Children's Cabinet Prioritization Matrix_PSWF

Hi Berri –

Attached is the matrix for our work group. Thanks for your patience – I neglected to send this prior to departing on a whirlwind trip across Oregon today. I did not get a chance to vet, but believe this accurately represents our work group. Sue, please feel free to send along any changes. A few notes:

- Federal funds in some areas are non-specific and are just there to denote that we have federal funding available to leverage, though the exact amount would be TBD
- I did NOT include a facilities policy, primarily because I believe this is something we committed to continue further conversations about... rather than include here. I'm happy to help craft language where necessary for the final product.

Let me know what else you need,
Sara

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#)
Subject: RE: Back to School language
Date: Wednesday, August 29, 2018 7:31:04 AM

Thanks!



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Tuesday, August 28, 2018 11:57 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: Back to School language

Please ignore highlighting. Let me know if you need anything else, and thanks!

- Back to school excitement is about the possibilities a new year brings, and makes me reflect on all of the possibilities—and opportunities—our students have to connect with classmates, lessons, and their futures.
- Education drives opportunity. Oregon as a state can only reach its potential when we make sure that our kids reach theirs.
- My vision is of an Oregon where every student graduates from high school with a plan for their future, and the skills to make it a reality. To do that, we need to target investments in both early learning and high school.
- To put Oregon on a path to graduating every student in high school, 90% of students need to graduate within 4 years of starting freshman year of high school, either with a diploma or with a GED.
- More high school students—every single one—need skills training via access to hands-on learning like career and technical education to compete in a global economy.
- When kids are set up for success in kindergarten, they do better throughout their academic journeys. More children will be ready to learn when we expand access to preschool to an additional 10K of our highest-need families in the coming biennium, and to 40K families by 2025.
- All of our kids will benefit from more time with great teachers, which comes from improving class sizes in early childhood. Our goal is to have 20 students per teacher in kindergarten, and 23 in grades 1 to 3. We also need great teachers, more school days, and to feel safe in their schools.
- I believe every student in Oregon can succeed, and am working hard to provide more opportunities for our students to thrive and reach their full potential, this year and into

the future. [#BackToSchool](#)

For reference, the link to the full education agenda:

<https://drive.google.com/file/d/1BIO3DsKCQXHTaLuW8CUhzYXjxAnFyrpQ/view>

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Date: Tuesday, August 28, 2018 at 10:49 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Back to School language

Kate, please send me your bullets by end of today. Whatever you have, in whatever format is good with me. I'm meeting with some ODE team members at 8:30 am tomorrow to discuss their brief Thursday speech at a school. Thanks for your help.

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From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: RE: attendance and absenteeism data
Date: Wednesday, August 29, 2018 7:35:14 AM

I'll ask Peter to find out more.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Tuesday, August 28, 2018 10:47 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: Re: attendance and absenteeism data

Hi Marc,

Sending you Back to School bullets shortly, and looking forward to touching base again tomorrow. Did you or Peter find out if they're just fishing or actually have a story in mind?

Best,
Kate

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Monday, August 27, 2018 at 7:25 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: FW: attendance and absenteeism data

From: Rachel Alexander <rachel@salemreporter.com>
Sent: Monday, August 27, 2018 3:08 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Cc: RUDY Peter - ODE <peter.rudy@state.or.us>
Subject: RE: attendance and absenteeism data

Deadline is end of the day Thursday, and generally I'm wondering how data is reported/collected by ODE, whether the definition of absenteeism has changed in the time you've collected it, how long you've collected it and any major policy shifts that may have impacted absenteeism rates over the

past decade.

Thanks!

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Sent: Monday, August 27, 2018 3:06 PM
To: Rachel Alexander <rachel@saalemreporter.com>
Cc: RUDY Peter - ODE <peter.rudy@state.or.us>
Subject: RE: attendance and absenteeism data

Rachel,

Great meeting you and thanks for your message.

I'm cc'ing my communications colleague Peter Rudy since I'm in and out of the office this week.

Please let us know your deadline and your general list of questions.

From: Rachel Alexander <rachel@saalemreporter.com>
Sent: Monday, August 27, 2018 1:54 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: attendance and absenteeism data

Hi Marc,

Great to meet you last week! I'm wondering if ODE keeps data on chronic absenteeism and attendance going further back than 2014-15, which is the latest year on the site:
<https://www.oregon.gov/ode/reports-and-data/students/Pages/Attendance-and-Absenteeism.aspx>

Also, could you connect me with your data person or expert on absenteeism data? I have some questions about how you gather that data and what trends have looked like over the past five or ten years.

Thanks!

Rachel Alexander
Education/nonprofits reporter
Salem Reporter
Office: (503) 357-3207
Cell: (206) 407-5600
rachel@saalemreporter.com

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: Bolstering the nation's strongest sex education laws, as federal government pushes abstinence only
Date: Wednesday, August 29, 2018 7:43:45 AM

<https://www.oregonbusiness.com/article/education/item/18480-bolstering-the-nation-s-strongest-sex-education-laws-as-federal-government-pushes-abstinence-only>



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [BLOSSER Nik * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [PAIR Chris * GOV](#); [LABAR James * GOV](#); [KORESKEI Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 7:46:44 AM

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:47 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV
<Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV
<Debbie.KORESKEI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Housing in layout

Hi all,
Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.
Kate, I've uploaded the indesign file on drive.
Thanks
Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

From: [MORAWSKI Lisa - CEDO](#)
To: [KONDAYEN Kate * GOV](#)
Subject: RE: (No) meetings with Lindsey and Pooja on Thursday?
Date: Wednesday, August 29, 2018 8:28:16 AM

That's right – they both are cancelled. Lindsey is out of town at a conference, so I think that is why.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Tuesday, August 28, 2018 10:40 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: (No) meetings with Lindsey and Pooja on Thursday?

My calendar is not super faithful so I wanted to check to see that the meetings we have with Lindsey and Pooja on Thursday (check-in and education agenda) that I see as canceled are indeed canceled. Please confirm?

Thanks!
Kate

From: [CAPPS Lindsey D * GOV](#)
To: [MORAWSKI Lisa - CEDO](#)
Cc: [STARR John - CEEdO](#)
Subject: RE: prioritization for ARB
Date: Wednesday, August 29, 2018 8:35:27 AM

The judgment of Solomon comes to mind with this exercise. The three are all integrated together. We should probably connect on this briefly today. I'll call you both at 10 your time. If that doesn't work, just let me know.

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green
503.373.1283
debbie.green@state.or.us

From: MORAWSKI Lisa - CEDO [lisa.morawski@state.or.us]
Sent: Tuesday, August 28, 2018 4:40 PM
To: CAPPS Lindsey D * GOV
Cc: STARR John - CEEdO
Subject: prioritization for ARB

Hi Lindsey,

Attached is the program prioritization for inclusion in the ARB. Should we talk about the order of the priorities or are they OK as listed?

Thanks,
Lisa

Lisa Morawski
Public Affairs Director
Chief Education Office
503-510-5576
Education.oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#)
Subject: Re: (No) meetings with Lindsey and Pooja on Thursday?
Date: Wednesday, August 29, 2018 8:36:50 AM

Thanks!

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Wednesday, August 29, 2018 at 8:28 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: (No) meetings with Lindsey and Pooja on Thursday?

That's right – they both are cancelled. Lindsey is out of town at a conference, so I think that is why.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Tuesday, August 28, 2018 10:40 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: (No) meetings with Lindsey and Pooja on Thursday?

My calendar is not super faithful so I wanted to check to see that the meetings we have with Lindsey and Pooja on Thursday (check-in and education agenda) that I see as canceled are indeed canceled. Please confirm?

Thanks!
Kate

From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: FW: Gov. quote in release on Pacific Salmon Treaty?
Date: Wednesday, August 29, 2018 8:41:40 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)

Hey Nikki, flagging for you.

From: "Lee, Tara (GOV)" <tara.lee@gov.wa.gov>
Date: Wednesday, August 29, 2018 at 6:51 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. quote in release on Pacific Salmon Treaty?

Checking in on this, we plan to go out today. Thanks, Tara

On Aug 27, 2018, at 9:47 AM, Lee, Tara (GOV) <tara.lee@gov.wa.gov> wrote:

Hey guys,

Hope this finds you well. We are working to finalize a release for Wednesday (29th) on the Pacific Salmon treaty. We are wondering if you'd like to include a quote from Gov. Brown.

Obviously, if you want to join, we can tweak some of the language "Agreement to boost salmon returning to Washington waters"... could be waters of the Pacific Northwest or something like that..."

The draft is attached. Let me know if you think.

Thanks, Tara

TARA LEE

Deputy Communications Director | Office of Governor Jay Inslee
Desk: 360.902.0632 | Mobile: 360.688.3061
www.governor.wa.gov | tara.lee@gov.wa.gov

Email communications with state employees are public records and may be subject to disclosure, pursuant to Ch. 42.56 RCW.

[<image001.png><image002.png><image003.png><image004.png><image005.png><image006.png>](#)

<Pacific Salmon Treaty final News Release_JS TL.docx>













From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [BLOSSER Nik * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 8:43:28 AM

+Nik. Work off this copy.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 28, 2018, at 11:02 PM, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov> wrote:

Caught a few of my own mistakes and inconsistencies, but nothing egregious. Listing here so I don't forget: a double comma, aligning wording and capitalization of the goals in the executive summary and on page 9, and some hyphen changes in the table.

After others weigh in, let's coordinate after the next pass on updating in InDesign. I'm flexible in terms of timing tomorrow besides a meeting with Tina and a call with Marc/Lisa, but am missing some of the linked fonts so can't make all changes and PDF a final.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:58 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:47 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Housing in layout

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Attached is the housing paper in layout and the tracked changes to Nik's edits from last

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Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: Fwd: Housing in layout
Date: Wednesday, August 29, 2018 8:43:45 AM
Attachments: [Housing Agenda v3 KK COPY EDIT 8.28 11 PM.docx](#)
[ATT00001.htm](#)

Here's the actual attachment to work off of

Chris Pair
M: 503-559-5938
O: 503-378-8197

Begin forwarded message:

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: August 28, 2018 at 11:02:47 PM PDT
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: Housing in layout

Caught a few of my own mistakes and inconsistencies, but nothing egregious. Listing here so I don't forget: a double comma, aligning wording and capitalization of the goals in the executive summary and on page 9, and some hyphen changes in the table.

After others weigh in, let's coordinate after the next pass on updating in InDesign. I'm flexible in terms of timing tomorrow besides a meeting with Tina and a call with Marc/Lisa, but am missing some of the linked fonts so can't make all changes and PDF a final.

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Housing Policy Agenda: ~~From Homelessness to Homeownership:~~ ~~Focusing on~~ Housing Stability for Families Children, Veterans and the Chronically Homeless, and Increased ~~,~~ Housing Supply and Rural Communities for Urban and Rural Communities

Commented [MOU1]: Title can be improved to align with education, but not tackling that right now.

Vision and goal

Vision

Every Oregonian, in communities large and small, has access to housing choices that ~~will allow~~
~~them and~~ their family to thrive.

Executive Summary

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~~There is no single solution -- not one entity, or one person -- that can solve the crises~~
~~throughout across~~ the housing spectrum, from homelessness, to stable rental housing, ~~or to~~
increasing homeownership. Coordinated responses are needed to bring together ~~philanthropy,~~
business leaders, developers, builders, and all levels of government to prevent people from
slipping into homelessness, ~~to get people quickly off the street, and to help all Oregonians~~
access stable homes. Today the state is working more closely than ever before with local
governments and other partners to address housing needs across the entire housing spectrum.

Commented [MOU2]: for parallel to other listed entities, should be plural, but i think it's fine.

Governor Brown's housing agenda has four strategies that will focus on ~~areas~~ where the
impacts of the housing shortage have been the most acute. The four strategies will run
~~through across~~ Oregon's entire housing spectrum, including individuals and families
experiencing homelessness, affordable housing, and market-rate housing. The overall goal will
be to simultaneously protect vulnerable renters while supporting the development of housing
supply -- both affordable and market-rate homes. The Governor's goal is to strike a balance
between providing relief to renters in times of outsized rent increases, and supporting the
development community to build more homes. The Governor supports protecting children,
communities of color, limited-income families, and other vulnerable populations with
reasonable protections from no-cause evictions as well as resource investments to help people
find and keep their homes, keep communities intact, and address high rent increases. The
Governor supports affordable and market-rate development partners through meaningful
incentives and reasonable regulations ~~that helps which help~~ to provide certainty ~~to in~~ the
homebuilding and rental environments.

Governor Brown's plan entails approximately \$370 million of state investments, focusing on
housing stability for families with children, ~~the~~ chronically homeless, and rural communities:

1. Prioritize ~~ending c~~Children's ~~h~~Homelessness
 2. House Oregon's ~~v~~Veterans
 3. Invest in ~~p~~Permanent ~~s~~Supportive ~~h~~Housing
 4. Accelerate ~~g~~Growth of ~~h~~Housing ~~s~~Supply
- Goal**

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The Governor's goal is to continue growing ~~Accelerate~~ state leadership in ~~efforts to housing~~ house all Oregonians, ~~including with a focus on children, including state supports for significantly reducing unsheltered homelessness,~~ increasing state investment in affordable housing by more than doubling the existing pipeline—up to 20,000 homes by 2021, maintaining a constant ~~housing~~ supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand ~~imbalance~~ that is reflected in home prices and rental rates. Oregon is not immune to this crisis, ~~and having~~ underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts ~~throughout across~~ Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges ~~tools are tailored for each.~~ Major ~~spectrum parts~~ categories of housing challenges include ~~individuals and families experiencing homelessness,~~ affordable housing, and market-rate housing. The situations, terms, definitions, ~~existing existing~~ tools, and new proposals are summarized in Attachment 1, Appendix 1: Housing Spectrum Table.²

¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt ~~throughout~~across the spectrum with these groups being acutely affected:

1. ~~1.~~ Families experiencing homelessness;
2. ~~2.~~ Oregon's homeless veterans;
3. ~~3.~~ Chronically homeless individuals; ~~and~~
4. ~~Housing in 4. rural~~ Rural communities ~~throughout Oregon.~~

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Across all these groups, communities of color ~~are bearing~~bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, ~~and are more likely to pay~~spend more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts.³

Commented [MOU3]: Personally, I just don't like this phrasing. Can we use "the white population" as below?

~~Oregon communities have worked diligently to address homelessness and to boost the supply of housing in recent years. The most impactful efforts have been collaborative partnerships between housing and service providers, private industry, local leaders, non-profits, state agencies, and local government. A few of those efforts include making great strides with ending veterans' homelessness in Multnomah and Lane counties as well as aligning homeless services in the cities of Portland and Eugene. While progress is being made, much more work is needed.~~

~~Oregon continues to have one of the highest rates of unsheltered homeless individuals in the country, with 57 percent of the state's homeless population living in places not meant for habitation such as on the street or in a car. According to the 2017 Point-in-Time count, 13,953 people were experiencing experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.~~⁴

Commented [MOU4]: Should this not be cited as well? CEDO cited its own report.

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. ~~As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI).~~ This shortage of affordable units has led to a high percentage of renters ~~paying~~spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those ~~persons~~ individuals (52 percent), 1,826 or 52 percent, are living without shelter at all, ~~which is the second highest rate of unsheltered people in families in the country.~~⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-2017 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and H, -Band B25003I*, (U.S. Census Bureau, 2017).

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count ~~as well as to determine eligibility for resources.~~ ~~Note:~~ Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data,

The National Center for Homeless Education has recognized best practices for helping families ~~and that~~ are based upon collaborative partnerships like ~~the~~ Governor Brown's Children's Cabinet. A collaboration between state agencies to provide wrap-around support services to families participating in a program with a focused effort to coordinate services within the local community

Commented [MOU5]: This is a sentence fragment and I don't know what it means well enough to write it. Can call James or Ariel.

Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. ~~This made Oregon the fifth highest state in terms of number of veterans experiencing homelessness.~~ As a ~~result~~ ~~result~~, of that information, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA), collectively researched best practices; ~~spoke with local, state, and federal leaders;~~ developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran ~~b~~By-name lists, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

Commented [MOU6]: This is jargon! think it can be put in plain language, but would have to talk to James/Ariel.

The infrastructure and resources have supported successes throughout the state and ~~helped~~ ~~identified~~ additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The ~~b~~By-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

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OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 ~~percent~~% could utilize payments.

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon ~~is in need of needs~~ 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance ~~abuse~~ disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap-around supportive services for people experiencing homelessness ~~and with who also have~~ disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

Rural Communities in Oregon

~~Our housing challenges aren't just faced by urban Oregonians.~~ An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

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~~Another Other~~ themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were ~~that~~ the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to "pencil out."

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Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and ~~in~~ increasing the supply of affordable homes.

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

In the Portland Metro region, the Joint Office on Homelessness, ~~(Joint Office)~~, a joint project between Multnomah County and the City of Portland, launched a “A Home for Everyone.” Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

~~In November 2018,~~ the Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

Commented [MOU10]: OHCS uses limited-income as a term earlier in the paper, and i know that's their preference. Can change or leave.

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources, to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene, to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap-around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

Top Five Milestones Towards the FutureRecent Accomplishments¹⁷

1. Record Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this e-record number in perspective, Oregon funded 4,000 affordable homes last year in 2017, and the year before about roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed

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¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

2. ~~Historic State~~ investments in emergency housing and shelter to help the homeless: ~~Usually left to county and city governments, for the first time the state Oregon~~ has made ~~recent significant historic~~ investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

3. ~~Rural launched housing pilot projects supporting Oregon families, communities, and employers~~: In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, ~~was designed to fund~~ ~~form~~ partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- ~~Donald, City of Donald and GK Machine~~ ~~PARTNER NAME~~
- ~~Pacific City, PARTNER NAME~~ ~~Nestucca Ridge Development~~
- ~~Warm Springs, PARTNER NAME~~ ~~Jefferson County School District~~
- ~~Harney County, Community Response Team~~ ~~PARTNER NAME~~
- ~~Lincoln County, PARTNER NAME~~ ~~Proud Ground~~

4. ~~Making homeownership possible in Oregon~~ ~~Supporting first-time home-buyers~~: In 2017, the State had a ~~banner strong~~ year of the Oregon Bond Residential Loan Program, which finances ~~below-market-interest~~ loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units—affordable to ~~low-income~~ homebuyers.

In addition to this home finance activity, the state is ~~working hard to expand~~ ~~ing~~ its efforts to provide down payment assistance and housing counseling, which are critical tools in ~~hot~~ markets where prices are out of reach. A key component of this service is ~~Activities include:~~

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Commented [MOU13]: Limited income, per OHCS use/preference?

← Oregon's Individual Development Account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered program "completers," and represent 79 percent of all account closures in 2016. Oregon's rate is among the highest completion rates reported by IDA programs across the country.

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6.5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan, and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

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Plan: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—not one entity, or one person—that can solve the crises throughout across the housing spectrum, from homelessness, to stable rental housing, or to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has four strategies that will focus on areas where the impacts of the housing shortage have been the most acute. The four strategies will run through across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan will balance between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, limited-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address high-outsize rent increases. The Governor supports the affordable and market-rate development partners through

meaningful incentives and reasonable regulations that help to provide certainty ~~into~~ the home building and rental environments.

The Governor's strategies include:

1. ~~End-Prioritize ending c~~Children's ~~h~~Homelessness: Ensuring no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹
2. ~~House Oregon's v~~Veterans: Ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs.
3. ~~Invest in p~~Permanent ~~s~~Supportive ~~h~~Housing: Moving people from street corners and doorways and into homes by investing in proven strategies like ~~p~~Permanent ~~s~~Supportive ~~h~~Housing.
4. ~~Accelerate g~~Growth in ~~h~~Housing ~~s~~Supply: Dramatically increasing the number of affordable homes throughout Oregon by supporting the growth of housing supplies.

1. ~~End-Prioritize ending c~~Children's ~~h~~Homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, ~~and by making~~ resource investments to help address ~~high-outsize~~d rent increases, and ~~to~~ build and preserve more affordable homes for children and families

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, ~~the~~ private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200--2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience."
<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

- B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and [DHS the Department of Human Services's Family Self-Sufficiency agency program](#), is encouraging interagency partnerships and coordination to support a **\$20 million dollar** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²
- F. Expand the [Individual Development Account \(IDA\)](#) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

²⁰ OHCS estimate based on current LIFT investment experience.

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

2. House Oregon's Veterans

Finish the job of ending veteran homelessness in Oregon

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and ~~ODVA~~ the Oregon Department of Veterans' Affairs partnered to research best practices, ~~spoke with local, state, and federal leaders,~~ developed an interactive map of current veteran resources, ~~and~~ and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the on-going needs of Oregon veterans started with providing pilot communities with the resources to establish a By-Name List of homeless veterans, allowing for real time data collection and detailed outcome tracking. The By-Name Lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and ~~non-recurring~~ do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practice ~~sharing~~, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently ~~increased~~ Document Recording Fee resources.

3. Invest in pPermanent sSupportive hHousing

Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs ~~including persons~~

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.

individuals with disabilities and ~~those persons~~ coming out of chronic homelessness, achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent;
- Supportive: Tenants have access to the support services that they need and want to retain housing, ~~and~~
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities.

While PSH is a nationally ~~recognized~~, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but on-going funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate ~~g~~Growth of ~~h~~Housing ~~s~~Supply

Creating partnerships and policy to increase Oregon's housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state.

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in General Fund resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to ~~at least a minimum of~~ three dozen collaborative partnerships between employers and communities ~~throughout in rural~~ Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. ~~Rural~~ Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The ~~s~~State will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

~~Governor Brown's plan entails approximately \$370 million of investments focusing on housing stability for families with children, chronically homeless, and rural communities:~~

~~1. Strategy: End Children's Homelessness (\$315 Million)
Tactics and metrics:~~

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

- ~~A. Build 2,200–2,600 units by 2024 by investing \$160 million in bond proceeds for LIFT with incentives for family-sized units and tailored services for homeless families~~
- ~~B. Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to \$50 million for EHA/SHAP~~
- ~~C. Address Oregon's high rate of children experiencing unsheltered homelessness through encouraging interagency partnerships and coordination to support a \$20 million dollar investment of flexible funding to achieve clear and measurable goals to provide homes for more families with children~~
- ~~D. Preserve 400 units of existing, publicly supported affordable housing by using \$25 million of bonding capacity~~
- ~~E. Acquire at least 800 units in multifamily housing properties by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund~~
- ~~F. Double the IDA tax credit cap to \$15 million to double program graduates to 2,280 allowing more families to save toward homeownership~~
- ~~G. Build on successful strategies to better support low-income renters and domestic violence survivors to access and retain private market housing by providing up to \$20 million in investments~~

~~2. Strategy: House Oregon's Veterans~~

~~Tactics and metrics:~~

- ~~• House the estimated 1,300 veterans experiencing homelessness in Oregon~~
- ~~• Lasting infrastructure:

 - ~~○ Build networks of support so any future instance of veteran homelessness is rare, brief, and non-recurring~~
 - ~~○ Build upon successful veteran convenings held in December 2017 and June 2018, and provide technical assistance to local partners~~~~
- ~~• Resource deployment:

 - ~~○ Continue increased veterans services~~~~

~~3. Strategy: Invest in Permanent Supportive Housing (\$20 Million)~~

~~Tactics and metrics:~~

- ~~• Building at least 200 PSH units by 2024 through investment of \$20 million in bond proceeds~~
- ~~• OHCS re-tooling its core programs to incentivize development of additional PSH units with appropriate services~~
- ~~• OHCS working with OHA to develop "CCO 2.0" which will include links to housing~~
- ~~• OHCS, OHA and project sponsors to track the impacts of these PSH units on public systems~~

~~4. Strategy: Accelerate Growth of Housing Supply (\$25 Million)~~

~~Tactics and metrics:~~

- ~~Provide incentives to at least three dozen collaborative, private-public partnerships by dedicating \$15 Million in General Fund resources to accelerate local housing efforts~~
- ~~Make \$20 million available to developers to facilitate development throughout Greater Oregon by modifying the Housing Development Guarantee Account~~

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

DRAFT

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income Income situations: <ul style="list-style-type: none"> Individual on disability Couple on social security Housing context: <ul style="list-style-type: none"> Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> Publicly or privately <u>operated privately-operated</u> shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> More permanent, affordable housing Emergency Housing Assistance (EHA) State Homeless Assistance Program (SHAP), including shelters End Veterans' Homelessness Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> More permanent, affordable housing EHA/SHAP <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12</p>	<ul style="list-style-type: none"> Mental Health Housing Program EHA/SHAP <i>Permanent supportive housing</i>

		months (occasions are separated by a break of at least 7 nights)	
Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level—at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) Acquisition of “Naturally Occurring Affordable Housing” Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at	<ul style="list-style-type: none"> Greater Oregon Housing Accelerator

<ul style="list-style-type: none"> ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate<u>market rate</u> housing options for this group, including a mix of rental and homeowner units. 		whatever price the local market is at	
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DRAFT

From: [SIEGEL Marc - ODE](#)
To: [MORAWSKI Lisa - CEDQ](#); [KONDAYEN Kate * GOV](#)
Subject: FW: Seismic story
Date: Wednesday, August 29, 2018 8:51:29 AM

<http://www.kptv.com/story/38981396/in-oregon-large-earthquakes-are-inevitable-school-districts-explain-how-they-are-preparing-for-seismic-safety?autostart=true>

Peter J. Rudy

Public Affairs Specialist
Office of the Deputy Superintendent
O: 503.947.5920 | C: 503.385.3350
Peter.Rudy@state.or.us | www.oregon.gov/ode



Oregon achieves . . . together!

From: [MORAWSKI Lisa - CEDO](#)
To: [CAPPS Lindsey D * GOV](#)
Cc: [STARR John - CEEdO](#)
Subject: RE: prioritization for ARB
Date: Wednesday, August 29, 2018 8:52:24 AM

Works for me!

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Sent: Wednesday, August 29, 2018 8:35 AM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Cc: STARR John - CEEdO <john.starr@state.or.us>
Subject: RE: prioritization for ARB

The judgment of Solomon comes to mind with this exercise. The three are all integrated together. We should probably connect on this briefly today. I'll call you both at 10 your time. If that doesn't work, just let me know.

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: MORAWSKI Lisa - CEDO [lisa.morawski@state.or.us]
Sent: Tuesday, August 28, 2018 4:40 PM
To: CAPPS Lindsey D * GOV
Cc: STARR John - CEEdO
Subject: prioritization for ARB

Hi Lindsey,

Attached is the program prioritization for inclusion in the ARB. Should we talk about the order of the priorities or are they OK as listed?

Thanks,

Lisa

Lisa Morawski
Public Affairs Director
Chief Education Office
503-510-5576
Education.oregon.gov

From: [PAIR Chris * GOV](#)
To: [LABAR James * GOV](#); [BLOSSER Nik * GOV](#); [KONDAYEN Kate * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 10:05:25 AM

Not a problem to include Attachment #2

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:35 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: RE: Housing in layout

All,

Here you go. I attached "Attachment #2, which is for footnote 17. If a pain to lay out, I'd just remove footnote. Not a pain, please include. I think it works either way.

This thing is looking good. Thanks to all.

Thanks,

James

From: LABAR James * GOV
Sent: Wednesday, August 29, 2018 9:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: RE: Housing in layout

Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

From: BLOSSER Nik * GOV
Sent: Wednesday, August 29, 2018 7:47 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>;

KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Tuesday, August 28, 2018 at 10:47 PM

To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Housing in layout

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#); [LABAR James * GOV](#); [KONDAYEN Kate * GOV](#)
Cc: [KORESKEI Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 10:18:12 AM
Attachments: [Housing Agenda_v4 NB COPY EDIT 8.29 1030 AM.docx](#)

All – Great job. Please put the attached back into layout so we can get this finalized. Here are the steps:

1. Put into layout (attached)
2. Final review by Governor and the whitepaper team
3. Make the call about checking with any external stakeholders
4. Go live

Still could happen later today I think, but might be tomorrow am.

A few notes on the latest draft:

- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let's make a final call on this after seeing it in layout.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:05 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

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<Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKEI Debbie * GOV

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Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

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Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

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Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Housing in layout

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Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

Housing Policy Agenda: Housing Stability for Children, Veterans and the Chronically Homeless, and Increased Housing Supply for Urban and Rural Communities

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.

Governor Brown's housing agenda has four strategies that will focus on areas where the impacts of the housing shortage have been the most acute. The four strategies will run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The One overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's goal is to We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations which help to provide certainty in the homebuilding and rental environments.

Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

1. Prioritize ending children's homelessness
2. House Oregon's veterans
3. Invest in permanent supportive housing

Commented [MOU1]: Title can be improved to align with education, but not tackling that right now.

Commented [LJ*G2]: Suggestion: Housing Policy Agenda: Housing Stability for Children, Veterans, Chronically Homeless and Increased Housing Supply Throughout Oregon

Commented [NB3R2]: I personally like calling out rural and urban separately.

Commented [MOU4]: for parallel to other listed entities, should be plural, but i think it's fine.

Philanthropy

Commented [NB5R4]: Philanthropy is fine and seen as plural.

Commented [LJ*G6]: Changed limited to low for consistency.

Commented [LJ*G7]: Added veterans.

4. Accelerate growth of housing supply

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by more than doubling the existing pipeline—up to 20,000 homes by 2021, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing tools, and new proposals are summarized in *Appendix 1: Housing Spectrum Table*.²

¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts Oregonians.³

According to the 2017 Point-in-Time count, 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

Families Experiencing Homelessness

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

Commented [MOU8]: Personally, I just don't like this phrasing. Can we use "the white population" as below?

Commented [MOU9]: Should this not be cited as well? CEDO cited its own report.

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According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet, [which is a collaboration between state agencies to provide wrap-around support services to families participating in a program, with a focused effort to coordinate services within the local community](#).

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Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) ~~by-name lists~~, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

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The infrastructure and resources have supported successes throughout the state and have ~~helped~~ local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

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OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

Rural Communities in Oregon

Urban Oregonians are not the only people facing Our housing challenges aren't just faced by urban Oregonians. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

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Commented [LJ*G16]: Urban Oregonians are not the only ones facing housing challenges.

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable. "pencil out."

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Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes. In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched a "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

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In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

Recent Accomplishments¹⁷

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include:

1. Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.
2. State investments in emergency housing and shelter to help the homeless: Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.
3. Rural housing projects: In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers

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¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

3.

- Donald, City of Donald and GK Machine
- Pacific City, Nestucca Ridge Development
- Warm Springs, Jefferson County School District
- Harney County, Community Response Team
- Lincoln County, Proud Ground

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4. Supporting first-time homebuyers: In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers.

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In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key component of this service is Oregon's individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered program "completers," and represent 79 percent of all account closures in 2016. Oregon's rate is among the highest completion rates reported by IDA programs across the country.

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5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

Plan Policy Agenda: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has four strategies that ~~will~~ focus on areas where the impacts of the housing shortage have been the most acute. The four strategies ~~will~~ run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal ~~will be~~ to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan ~~will~~ balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, ~~low-income~~ families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations that help to provide certainty in the homebuilding and rental environments.

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The Governor's strategies include:

1. Prioritize ending children's homelessness: Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes¹⁹
2. House Oregon's veterans: End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs
3. Invest in permanent supportive housing: Moving people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing
4. Accelerate growth in housing supply: Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies

1. Prioritize ending children's homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience."
<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰
- B. Dedicate ~~resources General Fund~~ to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA) ~~(\$27.8 million)~~ and State Homeless Assistance Program (SHAP) ~~(\$12.2 million)~~. OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a **\$20 million** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public

Commented [LJ*G29]: Eliminated "General Fund" due to Debbie's advice yesterday and number breakout.

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²⁰ OHCS estimate based on current LIFT investment experience.

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

agencies, by using **\$25 million** of bonding capacity to create the “Acquisition of Naturally Occurring Affordable Housing Investment” fund.²²

- F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters’ access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters’ access to legal resources by providing up to **\$20 million** in investments.

2. House Oregon’s veterans

Finish the job of ending veteran homelessness in Oregon.

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans’ Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a **by-name list** of homeless veterans, allowing for real time data collection and detailed outcome tracking. The **by-name lists** will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

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A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

3. Invest in permanent supportive housing

Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use **\$20 million** of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate growth of housing supply

Creating partnerships and policy to increase Oregon's housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in **General Fund** resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities throughout Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

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The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The state will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

DRAFT

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, <i>proposed</i>)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

		separated by a break of at least 7 nights)	
Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level—at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) <i>Acquisition of “Naturally Occurring Affordable Housing”</i> <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 Electrician, 96% MFI, \$70,000 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at	<ul style="list-style-type: none"> <i>Greater Oregon Housing Accelerator</i>

<ul style="list-style-type: none"> • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 		whatever price the local market is at	
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DRAFT

From: [KONDAYEN Kate * GOV](#)
To: [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#); [LABAR James * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
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Date: Wednesday, August 29, 2018 10:20:44 AM

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<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 10:24:58 AM

Waiting for your update before putting into indesign.

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Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 10:31:06 AM
Attachments: [Housing Agenda v5 KK 8.29 10.30 AM.docx](#)

Updated numbers in the goal are attached. James, when Chris sends around the updated version in layout, please look closely to make sure I subbed the language in every possible place—I just found one.

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Housing Policy Agenda: Housing Stability for Children, Veterans and the Chronically Homeless, and Increased Housing Supply for Urban and Rural Communities

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.

Governor Brown's housing agenda has four strategies that will focus on areas where the impacts of the housing shortage have been the most acute. The four strategies will run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The One overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's goal is to We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations which help to provide certainty in the homebuilding and rental environments.

Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

1. Prioritize ending children's homelessness
2. House Oregon's veterans
3. Invest in permanent supportive housing

Commented [MOU1]: Title can be improved to align with education, but not tackling that right now.

Commented [LJ*G2]: Suggestion: Housing Policy Agenda: Housing Stability for Children, Veterans, Chronically Homeless and Increased Housing Supply Throughout Oregon

Commented [NB3R2]: I personally like calling out rural and urban separately.

Commented [MOU4]: for parallel to other listed entities, should be plural, but i think it's fine.

Philanthropy

Commented [NB5R4]: Philanthropy is fine and seen as plural.

Commented [LJ*G6]: Changed limited to low for consistency.

Commented [LJ*G7]: Added veterans.

4. Accelerate growth of housing supply

The Governor’s goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by ~~tripling more than doubling~~ the existing pipeline—up to 259,000 homes by 2034, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon’s housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing tools, and new proposals are summarized in *Appendix 1: Housing Spectrum Table*.²

¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America’s Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro’s “Regional Affordable Housing Framework,” which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts Oregonians.³

According to the 2017 Point-in-Time count, 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

Families Experiencing Homelessness

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

Commented [MOU8]: Personally, I just don't like this phrasing. Can we use "the white population" as below?

Commented [MOU9]: Should this not be cited as well? CEDO cited its own report.

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According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet, [which is a collaboration between state agencies to provide wrap-around support services to families participating in a program, with a focused effort to coordinate services within the local community](#).

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Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homelessness services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) ~~by-name lists~~, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

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The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

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OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

Rural Communities in Oregon

Urban Oregonians are not the only people facing Our housing challenges aren't just faced by urban Oregonians. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

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Commented [LJ*G16]: Urban Oregonians are not the only ones facing housing challenges.

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable. "pencil out."

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Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes. In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched a "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

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In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

Recent Accomplishments¹⁷

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include:

1. Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.
2. State investments in emergency housing and shelter to help the homeless: Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.
3. Rural housing projects: In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers

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¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

3.

- Donald, City of Donald and GK Machine
- Pacific City, Nestucca Ridge Development
- Warm Springs, Jefferson County School District
- Harney County, Community Response Team
- Lincoln County, Proud Ground

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4. Supporting first-time homebuyers: In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers.

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In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key component of this service is Oregon's individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered program "completers," and represent 79 percent of all account closures in 2016. Oregon's rate is among the highest completion rates reported by IDA programs across the country.

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5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

Plan Policy Agenda: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has four strategies that ~~will~~ focus on areas where the impacts of the housing shortage have been the most acute. The four strategies ~~will~~ run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal ~~will be~~ to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan ~~will~~ balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, ~~low-income~~ families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations that help to provide certainty in the homebuilding and rental environments.

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The Governor's strategies include:

1. Prioritize ending children's homelessness: Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes¹⁹
2. House Oregon's veterans: End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs
3. Invest in permanent supportive housing: Moving people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing
4. Accelerate growth in housing supply: Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies

1. Prioritize ending children's homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience."
<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰
- B. Dedicate ~~resources General Fund~~ to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA) ~~(\$27.8 million)~~ and State Homeless Assistance Program (SHAP) ~~(\$12.2 million)~~. OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a **\$20 million** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public

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²⁰ OHCS estimate based on current LIFT investment experience.

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

agencies, by using **\$25 million** of bonding capacity to create the “Acquisition of Naturally Occurring Affordable Housing Investment” fund.²²

- F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters’ access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters’ access to legal resources by providing up to **\$20 million** in investments.

2. House Oregon’s veterans

Finish the job of ending veteran homelessness in Oregon.

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans’ Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a **by-name list** of homeless veterans, allowing for real time data collection and detailed outcome tracking. The **by-name lists** will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

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A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

3. Invest in permanent supportive housing

Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use **\$20 million** of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate growth of housing supply

Creating partnerships and policy to increase Oregon's housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in **General Fund** resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities throughout Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

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The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The state will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

DRAFT

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, <i>proposed</i>)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

		separated by a break of at least 7 nights)	
Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level—at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) <i>Acquisition of “Naturally Occurring Affordable Housing”</i> <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 Electrician, 96% MFI, \$70,000 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at	<ul style="list-style-type: none"> <i>Greater Oregon Housing Accelerator</i>

<ul style="list-style-type: none"> • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 		whatever price the local market is at	
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DRAFT

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#); [BLOSSER Nik * GOV](#); [LABAR James * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 11:09:29 AM
Attachments: [Housing 2 8.29 1110am.pdf](#)
[Housing Agenda v6 8.29 11.15 AM.docx](#)

All edits are included in the attached. I've also included a clean word doc to add any copy edits to. If you have layout edits, please mark up the PDF or send a list of edits.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:31 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Updated numbers in the goal are attached. James, when Chris sends around the updated version in layout, please look closely to make sure I subbed the language in every possible place—I just found one.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Thanks, Nik!

James also just got info from OHCS that we can actually triple instead of over double the pipeline. I will go into the Word doc now and add into Goal #4 and redistribute for reference.

Language:

“Triple the existing pipeline – up to 25,000 units by 2023”

Rationale:

- Consistent time horizon with statewide housing plan. Language will be identical in both documents.
- We are concerned about the roughly 3,000 units that get us from the 19-21 math to 20,000 by 2021.

Here is the math.

We used what's below which gets us to 17,500 units by the end of 2021, and then we assumed 2021-23 numbers:

4,000 doc fee and LIHTC (some slight changes expected in LIHTC due to federal changes)

4,000 (same level of funding in gov budget for 21-23)

1,200 accelerator

=9,200

9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:18 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

All – Great job. Please put the attached back into layout so we can get this finalized. Here are the steps:

1. Put into layout (attached)
2. Final review by Governor and the whitepaper team
3. Make the call about checking with any external stakeholders
4. Go live

Still could happen later today I think, but might be tomorrow am.

A few notes on the latest draft:

- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let's make a final call on this after seeing it in layout.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:05 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Not a problem to include Attachment #2

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:35 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: Housing in layout

All,

Here you go. I attached "Attachment #2, which is for footnote 17. If a pain to lay out, I'd just remove footnote. Not a pain, please include. I think it works either way.

This thing is looking good. Thanks to all.

Thanks,

James

From: LABAR James * GOV
Sent: Wednesday, August 29, 2018 9:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: Housing in layout

Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

From: BLOSSER Nik * GOV
Sent: Wednesday, August 29, 2018 7:47 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:47 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Housing in layout

Hi all,
Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.
Kate, I've uploaded the indesign file on drive.
Thanks
Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

Vision

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna

Executive Summary

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Housing Policy Agenda:

Housing Stability for Children,
Veterans and the Chronically
Homeless and Increased Housing
Supply for Urban and Rural
Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 29, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across throughout the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that focus on areas where the impacts of the housing shortage are the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. One overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations which help to provide certainty in the homebuilding and rental environments.



Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by tripling the existing pipeline—up to 25,000 homes by 2023, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than white Oregonians.³

According to the 2017 Point-

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



According to the [2017 Point-in-Time count](#), 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

4. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

5. National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet is a collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Urban Oregonians are not the only people facing housing challenges. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable.

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched a "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.



Recent Accomplishments

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include¹⁷:

ONE: Increased development of affordable homes

Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource

that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Please see Attachment 2, Milestones Table for more detail.

18. Note: All three numbers include preservation as well as new homes.



THREE: Rural Housing Projects

In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald, GK Machine and the City of Donald
- Pacific City Nestucca Ridge Development
- Warm Springs Jefferson County School District
- Harney County PARTNER NAME
- Lincoln County, Proud Ground

FOUR: Supporting First-time Home-buyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a Statewide Housing Roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's agenda has four strategies that focus on areas where the impacts of the housing shortage have been the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations that help to provide certainty in the homebuilding and rental environments.



The Governor's Strategies Include:

ONE: Prioritize Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes¹⁹

TWO: House Oregon's Veterans

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs

THREE: Invest in Permanent Supportive Housing

Moving people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies



ONE: Prioritize Children's

Homelessness: *Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.*

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused

effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

B. Dedicate resources Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

19. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

20. OHCS estimate based on current LIFT investment experience.



C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.

E. Acquire at least 800 units in multifamily housing properties that offer rents at or

below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

21. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

22. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's Veterans: *Finish the job of ending veteran homelessness in Oregon*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a by-

name list of homeless veterans, allowing for real time data collection and detailed outcome tracking. The by-name lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

23. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.



THREE: Invest in Permanent Supportive Housing: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars



with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Creating partnerships and policy to increase Oregon's housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state*

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.



Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use \$15 Million in resources and continue

leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities throughout Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make \$20 million available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.



In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The state will continue to lead with innovative housing options to support communities' housing needs and economic development efforts



Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-80% MFI, less than \$59,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Full-time, minimum wage worker, 32% MFI, \$23,000 ○ Customer service representative, 55% MFI, \$40,000 ○ Two full-time min. wage workers, 65% MFI, \$47,000 ○ Carpenter, 70% MFI, \$51,000 • Housing context: <ul style="list-style-type: none"> ○ 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. ○ 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> • More permanent, affordable housing • LIFT • Preservation of affordable housing • Individual Development Account (IDA) • <i>Acquisition of “Naturally Occurring Affordable Housing”</i> • <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 80-120% MFI, between \$59,000 - \$88,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Police Officer, 91% MFI, \$66,000 ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at whatever price the local market is at	<ul style="list-style-type: none"> • <i>Greater Oregon Housing Accelerator</i>

Attachment: Milestone Table				
Milestone	Detail			
	2015	2017	2018	2019
1. Record development of affordable homes	<ul style="list-style-type: none"> • \$40 million of bonds for LIFT <ul style="list-style-type: none"> ○ LIFT leveraged additional federal (4% Low Income Housing Tax Credit) and state resources to support the record number of housing ○ Mental Health Housing Program - \$20 million has led to the funding of 404 units with supportive services to seed OHCS's work on permanent supportive housing with OHA 	<ul style="list-style-type: none"> • \$80 million of bonds for LIFT <ul style="list-style-type: none"> ○ Expanded the LIFT program in statute to support the development of affordable homeownership • \$25 million of lottery-backed bonds for preservation for affordable housing • \$1.3 million for foreclosure avoidance • Renewed the Oregon Affordable Housing Tax Credit (OAHTC) and expanded the credit's cap to \$25 million • New Land Acquisition Program, seeded with \$2.5 million from OHCS, creates a revolving loan program to allow affordable housing developers to purchase and hold land for future development 	<ul style="list-style-type: none"> • The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium, which is approx. \$60 million more per biennium in resources. 76 percent of these resources (approx. \$68 million) will go towards the GHAP that funds both the development and preservation of safe, stable and affordable places to call home for Oregonians <ul style="list-style-type: none"> ○ In 2018, OHCS will be making approximately \$17.1 million available in GHAP resources to fund the development and preservation of affordable housing, including manufactured housing. In addition, OHCS issues GHAP Veterans funding every other year to support developments serving low-income veterans. 	

Milestone	Detail			
	2015	2017	2018	2019
2. Historic state investments in emergency housing and shelter to help the homeless		<ul style="list-style-type: none"> • \$40 million investment into the Emergency Housing Assistance (EHA) fund and State Homeless Assistance Program (SHAP), which was double the 2015-17 investment. • \$1.5 million in Lottery Funds to OHCS in support of veterans' housing and homelessness prevention in alignment with Governor Brown's commitment to end veterans' homelessness 	<ul style="list-style-type: none"> • The Governor's emergency shelter request for \$5.2 million has been dispersed throughout the state to best address unprecedented increases in need, both for shelter capacity and homeless prevention • The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium (an increase of \$60 million) in resources. 10 percent of these resources (approx. \$9million) will go towards EHA funds to assist low or very low-income Oregonians who are homeless, or at risk of becoming homeless, to acquire and sustain stable housing. This includes critical emergency rent assistance to keep Oregonians from slipping into homelessness • OHCS and ODVA worked together to develop a collaborative plan in support of ending veterans' housing and homelessness that includes building lasting infrastructure and deploying resources into permanent housing and emergency housing assistance 	

Milestone	Detail			
	2015	2017	2018	2019
3. Launched housing pilot projects supporting Oregon families, communities, and employers			<ul style="list-style-type: none"> • The five pilot projects and partners are: <ul style="list-style-type: none"> ○ Donald ○ Pacific City ○ Warm Springs ○ Harney County ○ Lincoln County 	
4. Record success for new homeowners in Oregon			<ul style="list-style-type: none"> • The Document Recording Fee increased in the 2018 session, which will provide OHCS approximately \$90 million per biennium and is approximately \$60 million more per biennium in resources. 14 percent of these resources (approximately \$13 million) will go towards the Home Ownership Assistance Program (HOAP) that provides down payment assistance, counseling and education for first-time homebuyers. HOAP funds may also be used for single family rehab and repair. OHCS recently made \$1.5 million in Veterans HOAP funds available statewide to be used for health, safety, adaptability, and habitability projects for veterans, including grab bars and wheelchair access ramps. (continued) 	

Milestone	Detail			
	2015	2017	2018	2019
4. Record success for new homeowners in Oregon (continued)			<ul style="list-style-type: none"> The increase in the Document Recording Fee led to the creation of a first-time home buyer savings account with a financial institution for the purpose of paying or reimbursing eligible costs to purchase a single family residence. 	
5. Oregon Statewide Housing Plan				<ul style="list-style-type: none"> The Statewide Housing Plan will set a data-driven, long term plan that clearly articulates the extent of Oregon's housing problem and what can be done to address it. OHCS conducted extensive outreach from communities across the state in the fall of 2017 and has collected data on housing need and existing resources. This qualitative and quantitative research is informing development of a draft Statewide Housing Plan planned for fall 2018, with a final plan to be published in early 2019.

Housing Policy Agenda: Housing Stability for Children, Veterans and the Chronically Homeless, and Increased Housing Supply for Urban and Rural Communities

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.

Governor Brown's housing agenda has four strategies that will focus on areas where the impacts of the housing shortage have been the most acute. The four strategies will run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The One overall goal will be to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's goal is to We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations which help to provide certainty in the homebuilding and rental environments.

Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

1. Prioritize ending children's homelessness
2. House Oregon's veterans
3. Invest in permanent supportive housing

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Commented [LJ*G2]: Suggestion: Housing Policy Agenda: Housing Stability for Children, Veterans, Chronically Homeless and Increased Housing Supply Throughout Oregon

Commented [NB3R2]: I personally like calling out rural and urban separately.

Commented [MOU4]: for parallel to other listed entities, should be plural, but i think it's fine.

Philanthropy

Commented [NB5R4]: Philanthropy is fine and seen as plural.

Commented [LJ*G6]: Changed limited to low for consistency.

Commented [LJ*G7]: Added veterans.

4. Accelerate growth of housing supply

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by ~~tripling more than doubling~~ the existing pipeline—up to 259,000 homes by 2034, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.

Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing tools, and new proposals are summarized in *Appendix 1: Housing Spectrum Table*.²

¹ Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

² Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than their white counterparts Oregonians.³

According to the 2017 Point-in-Time count, 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

Families Experiencing Homelessness

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

⁶ U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

⁷ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

Commented [MOU8]: Personally, I just don't like this phrasing. Can we use "the white population" as below?

Commented [MOU9]: Should this not be cited as well? CEDO cited its own report.

Commented [NB10R9]: Yes, please add citation.

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet, [which is a collaboration between state agencies to provide wrap-around support services to families participating in a program, with a focused effort to coordinate services within the local community](#).

Commented [MOU11]: This is a sentence fragment and I don't know what it means well enough to write it. Can call James or Ariel.

Oregon's Veterans

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The

⁸ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁹ In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

¹⁰ Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

¹¹ National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&&PageFirstRow=1&&View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) ~~by-name lists~~, and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

Commented [MOU12]: This is jargon! think it can be put in plain language, but would have to talk to James/Ariel.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

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OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

¹² Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness"

<https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

¹³ Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, "Supportive Housing Needs in the United States," accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

Rural Communities in Oregon

Urban Oregonians are not the only people facing Our housing challenges aren't just faced by urban Oregonians. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

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Commented [LJ*G16]: Urban Oregonians are not the only ones facing housing challenges.

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable. "pencil out."

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Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes. In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched a "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

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In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By

¹⁴ Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.

¹⁵ Joint Office on Homelessness, *A Home for Everyone, FY 2018 Third Quarter Outcomes Report*, 3.

¹⁶ <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

Recent Accomplishments¹⁷

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include:

1. Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.
2. State investments in emergency housing and shelter to help the homeless: Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.
3. Rural housing projects: In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers

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¹⁷ Please see *Attachment 2, Milestones Table* for more detail.

¹⁸ Note: All three numbers include preservation as well as new homes.

ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

3.

- Donald, City of Donald and GK Machine
- Pacific City, Nestucca Ridge Development
- Warm Springs, Jefferson County School District
- Harney County, Community Response Team
- Lincoln County, Proud Ground

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4. Supporting first-time homebuyers: In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers.

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In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key component of this service is Oregon's individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match ("matched withdrawal") are considered program "completers," and represent 79 percent of all account closures in 2016. Oregon's rate is among the highest completion rates reported by IDA programs across the country.

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5. Creating a statewide housing roadmap: In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.

Plan Policy Agenda: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's plan has four strategies that ~~will~~ focus on areas where the impacts of the housing shortage have been the most acute. The four strategies ~~will~~ run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal ~~will be~~ to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan ~~will~~ balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, ~~low-income~~ families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations that help to provide certainty in the homebuilding and rental environments.

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The Governor's strategies include:

1. Prioritize ending children's homelessness: Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes¹⁹
2. House Oregon's veterans: End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs
3. Invest in permanent supportive housing: Moving people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing
4. Accelerate growth in housing supply: Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies

1. Prioritize ending children's homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.

¹⁹ Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience."
<https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

- A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰
- B. Dedicate ~~resources~~ General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA) ~~(\$27.8 million)~~ and State Homeless Assistance Program (SHAP) ~~(\$12.2 million)~~. OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a **\$20 million** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²¹
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public

Commented [LJ*G29]: Eliminated "General Fund" due to Debbie's advice yesterday and number breakout.

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²⁰ OHCS estimate based on current LIFT investment experience.

²¹ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

agencies, by using **\$25 million** of bonding capacity to create the “Acquisition of Naturally Occurring Affordable Housing Investment” fund.²²

- F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters’ access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters’ access to legal resources by providing up to **\$20 million** in investments.

2. House Oregon’s veterans

Finish the job of ending veteran homelessness in Oregon.

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans’ Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics: 1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and 2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a **by-name list** of homeless veterans, allowing for real time data collection and detailed outcome tracking. The **by-name lists** will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

Commented [LJ*G31]: consistency

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

²² OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

²³ Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

3. Invest in permanent supportive housing

Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use **\$20 million** of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

4. Accelerate growth of housing supply

Creating partnerships and policy to increase Oregon's housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use **\$15 Million** in **General Fund** resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities throughout Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

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The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make **\$20 million** available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

²⁴ Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The state will continue to lead with innovative housing options to support communities' housing needs and economic development efforts.

Contact:

James LaBar, Housing Policy Advisor, Office of Governor Kate Brown

Phone: 971-209-8371

Email: James.Labar@oregon.gov

DRAFT

Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

		separated by a break of at least 7 nights)	
Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level—at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) <i>Acquisition of “Naturally Occurring Affordable Housing”</i> <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 Electrician, 96% MFI, \$70,000 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at	<ul style="list-style-type: none"> <i>Greater Oregon Housing Accelerator</i>

<ul style="list-style-type: none"> • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 		whatever price the local market is at	
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DRAFT

From: [PAIR Chris * GOV](#)
To: [Helen Jung](#); [Christian Gaston](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: Gov. Brown's education plan
Date: Wednesday, August 29, 2018 11:21:45 AM
Attachments: [image001.png](#)

Hi Helen,

Please refer any questions regarding the Governor's agenda itself to Kate Kondayen and I. Please refer any comparisons to Knute Buehler's positions on education or any other campaign related questions to Christian.

Thanks,
Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 10:44 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Christian Gaston <christian@katebrownfororegon.com>
Subject: Gov. Brown's education plan

Hi Chris and Christian,

I have a few questions about the governor's plan for education. Can you direct me to the best contact on this?

Thanks,
Helen



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung



The Oregonian OREGONLIVE

OREGONIAN MEDIA GROUP

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Fwd: Gov. Brown's education plan
Date: Wednesday, August 29, 2018 11:29:40 AM
Attachments: [image001.png](#)
[image002.png](#)

Ask her if she's read the plan (include a link) and punt her to email.

Chris Pair
M: 503-559-5938
O: 503-378-8197

Begin forwarded message:

From: Helen Jung <hjung@oregonian.com>
Date: August 29, 2018 at 11:24:29 AM PDT
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Thanks, Chris.

Hi Kate,

Do you have time for a call today about some of the details in the education plan?

Thanks,

Helen



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 11:21 AM
To: Helen Jung <hjung@oregonian.com>, Christian Gaston

<christian@katebrownfororegon.com>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

Hi Helen,

Please refer any questions regarding the Governor's agenda itself to Kate Kondayen and I. Please refer any comparisons to Knute Buehler's positions on education or any other campaign related questions to Christian.

Thanks,

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 10:44 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Christian Gaston
<christian@katebrownfororegon.com>

Subject: Gov. Brown's education plan

Hi Chris and Christian,

I have a few questions about the governor's plan for education. Can you direct me to the best contact on this?

Thanks,

Helen



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung



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OREGONIAN MEDIA GROUP

From: [KLEIN Rosa * GOV](#)
To: [LECOURE Jeremy](#)
Cc: [KLEIN Rosa * GOV](#); [BEATRICE Jeannine](#); [HORNER LEAH C](#); [JONES Marilyn](#)
Subject: Re: Quick turnaround request for data on foster care and race/ethnicity
Date: Wednesday, August 29, 2018 12:09:49 PM
Attachments: [image002.png](#)

Thank you!

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, [503-378-8472](tel:503-378-8472)
Rosa.klein@oregon.gov
Pronouns: she/her/hers

On Aug 29, 2018, at 11:56 AM, LECOURE Jeremy <jeremy.lecoure@state.or.us> wrote:

Hi Rosa,

I think this will fit your needs for the data. This is from the Oregon Child Welfare Databook, we report this on exits from foster care and I just applied the same logic for that to Entries. Let me know if you have any questions.

This is Disproportionality Index and Representation by Race for children entering foster care vs Oregon's Under 18 population. For federal fiscal year 2017, the percent of Native American children being placed in to foster care is 2.79 times higher than the percent of Native American children in Oregon's Child population.
<image002.png>

Jeremy LeCoure
Office of Reporting, Research, Analytics, and Implementation (ORRAI).
500 Summer St. NE
Salem, OR 97301
Jeremy.LeCoure@state.or.us

From: KLEIN Rosa * GOV [<mailto:Rosa.KLEIN@oregon.gov>]
Sent: Tuesday, August 28, 2018 4:16 PM
To: JONES Marilyn <Marilyn.JONES@dhs.ohio.state.or.us>; Bellatty Paul T <PAUL.T.BELLATTY@dhs.ohio.state.or.us>; Horner Leah C *DHS <LEAH.C.Horner@dhs.ohio.state.or.us>

Cc: PAKSERESHT Fariborz <FARIBORZ.PAKSERESHT@dhsosha.state.or.us>; BEATRICE Jeannine <Jeannine.BEATRICE@dhsosha.state.or.us>

Subject: Quick turnaround request for data on foster care and race/ethnicity

Hi all- can you please send me a paragraph that describes the rates of foster care entry by race/ethnicity, with a citation I can use to the data?

This is for the policy whitepaper. I would like to have it by tomorrow afternoon if possible. Thank you.

Another long-shot- have you done any analysis of rates of abuse by annual income? I saw that the 4th National Incidence study (<https://www.childwelfare.gov/topics/systemwide/statistics/nis/>) shows that poverty is predictive of maltreatment- with children from families with low incomes were more than 3 times as likely to be abused and about 7 times as likely to be neglected.

Do we have anything similar for Oregon? If not, that is fine, I will use the national data.

Thank you!!

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
Pronouns: She/Her/Hers

Disproportionality Index and Representation by Race for Children Entering Foster Care in FFY 2017 Compared to Oregon's Child Population

Race	# of Oregon's Children*	% of Oregon's Children	# of Children Entering Foster Care	% of Children Entering Foster Care	DI** 1=Proportionate
Black or African American	31,112	3.6%	181	4.5%	1.24
Asian/Pac Islander	47,324	5.4%	46	1.1%	0.21
White	586,394	67.5%	2,758	67.8%	1.01
Hispanic (any race)	190,057	21.9%	666	16.4%	0.75
American Indian or Alaska Native	13,840	1.6%	181	4.5%	2.79
Unable to Determine	n/a	n/a	233	5.7%	n/a
Statewide Total	868,727	100.0%	4,065	100.0%	

*Population data is always a year behind. Population data is from Puzzanchera, C., Sladky, A. and Kang, W. (2017). "Easy Access to Juvenile Populations: 1990-2016." Online. Available: <http://www.ojjdp.gov/ojstatbb/ezapop/>.

**Disproportionality Index (DI) is calculated by taking the percent by race for children entering foster care and dividing it by the percent by race in Oregon's child population. Values less than 1 mean underrepresentation. Disproportionality statement example if DI is 1.24 for Black or African American Children: The percent of black children that exited foster care during FFY 2017 is 1.24 times higher than the percent of black children in Oregon's child population.

From: [CAPPS Lindsey D * GOV](#)
To: [BLUHM Angela - CEEdO](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: last chance
Date: Wednesday, August 29, 2018 12:45:35 PM

Angela,

I will withhold any feedback until we have a draft incorporating everyone's comments for you, Lisa and I to review. I did bring it with me as a plane reading so if you and Lisa have a need for a response today, let me know.

Thank you for your efforts to pull this together.

Lindsey

On Aug 29, 2018, at 12:54 PM, BLUHM Angela - CEEdO <angela.bluhm@state.or.us> wrote:

As a reminder, revisions for the Poverty Report are due today, so please get them to me if you have not already!

Angela

From: BLUHM Angela - CEEdO
Sent: Friday, August 17, 2018 3:23 PM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; ROSSELLI Hilda - CEEdO <hilda.rosselli@ode.state.or.us>; PETERMAN Kayleigh - ODE <Kayleigh.Peterman@ode.state.or.us>; REEDER Brian - ODE <Brian.Reeder@ode.state.or.us>; FULLER Evan - ODE <Evan.Fuller@ode.state.or.us>; MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>
Subject: Poverty Report Ready for Review

Good Afternoon,

As you all know, Laura is transitioning out of the CEEdO today, so she has passed her final draft of the Poverty Report on to me so that I can collect feedback and facilitate changes on the report before it is submitted to the Legislature. I will work with her and Lisa for any substantive changes and be making other changes directly over the next 10 days. If you would like to give feedback, please get that to me no later than **noon on Wed, Aug 29th**.

Happy reading...

Best Regards,

Angela Bluhm, MBA

Research, Data, and Communications Coordinator | Chief Education Office
503-378-2761 | 255 Capitol Street NE, Salem, OR 97310 | angela.bluhm@state.or.us
education.oregon.gov

<!--[if !vml]--><!--[endif]--><image003.jpg><image004.jpg>
<image002.jpg>

From: [MORAWSKI Lisa - CEDO](#)
To: [ROSILEZ Anthony * TSPC](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: RE: Letter Question
Date: Wednesday, August 29, 2018 12:54:48 PM

Hi Tony,

That's great this is finalized! You can send it by email to the governor's assistant, Laura Hutchings (Laura.Hutchings@state.or.us) and cc Lindsey, Pooja and Heidi. Can you also cc me and Kate Kondayen?

Thanks,

Lisa

From: ROSILEZ Anthony * TSPC <Anthony.ROSILEZ@oregon.gov>
Sent: Wednesday, August 29, 2018 12:32 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: Letter Question

Hi Lisa,

I have attached a copy of my letter to the Governor (yes, it is finally fully complete). I want to ask you what is the best way for an agency director to get the hard copy of a letter to the Governor? For Lindsey, Pooja and Heidi, I will send an email copy.

Thanks,

Tony

Anthony J. Rosilez

Anthony J. Rosilez, Ph.D., J.D.
Executive Director
Oregon Teacher Standards and Practices Commission

250 Division Street NE
Salem, OR 97301-1012
Office: 503-378-6813
Anthony.Rosilez@oregon.gov

From: [MORAWSKI Lisa - CEDO](#)
To: [PLATTNER Crystalyn - ELD](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: RE: ELC Prep Meeting
Date: Wednesday, August 29, 2018 12:55:53 PM

Kate and I have another call at 3:30, so 3:00 should work. Thanks!

-----Original Appointment-----

From: BERNT Betty - ELD **On Behalf Of** PLATTNER Crystalyn - ELD
Sent: Wednesday, August 29, 2018 12:37 PM
To: MORAWSKI Lisa - CEDO; KONDAYEN Kate * GOV
Subject: FW: ELC Prep Meeting
When: Wednesday, August 29, 2018 3:00 PM-5:30 PM (UTC-08:00) Pacific Time (US & Canada).
Where: Dawn's Office | 866-434-5269; 890837#

Lisa and Kate,

We can go over the Dick Hughes interview prep when you are available – possibly first thing at 3:00?
Or you can let us know of a specific time that works. Thanks.

-----Original Appointment-----

From: PLATTNER Crystalyn - ELD
Sent: Wednesday, August 29, 2018 10:24 AM
To: PLATTNER Crystalyn - ELD; CALDERON Miriam - ELD; CHATTERJEE Alyssa - ELD; TAYLOR Dawn - ELD; BERNT Betty - ELD
Subject: ELC Prep Meeting
When: Wednesday, August 29, 2018 3:00 PM-5:30 PM (UTC-08:00) Pacific Time (US & Canada).
Where: Dawn's Office | 866-434-5269; 890837#

Per Alyssa: move to 3pm, add a conference line and Betty Bernt to conversation
866-434-5269
H: 676247 (Miriam)
P: 890837

From: [CAPPS Lindsey D * GOV](#)
To: [BLUHM Angela - CEEdO](#); [MORAWSKI Lisa - CEDO](#)
Subject: RE: last chance
Date: Wednesday, August 29, 2018 12:58:57 PM

Your plan sounds great.

From: BLUHM Angela - CEEdO [angela.bluhm@state.or.us]
Sent: Wednesday, August 29, 2018 12:54 PM
To: CAPPS Lindsey D * GOV; MORAWSKI Lisa - CEDO
Subject: RE: last chance

Lindsey,

Yes, the plan was for me to assemble the feedback into two categories: grammatical, punctuation, formatting etc which I was going to do myself and then substantive changes that I was going to run by Lisa and Laura. If I am ok going forward with the first type of changes, let me know! Otherwise I will just compile and hold.

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Sent: Wednesday, August 29, 2018 12:46 PM
To: BLUHM Angela - CEEdO <angela.bluhm@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: Re: last chance

Angela,

I will withhold any feedback until we have a draft incorporating everyone's comments for you, Lisa and I to review. I did bring it with me as a plane reading so if you and Lisa have a need for a response today, let me know.

Thank you for your efforts to pull this together.

Lindsey

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Angela

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Sent: Friday, August 17, 2018 3:23 PM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; ROSSELLI Hilda - CEEdO <hilda.rosselli@ode.state.or.us>; PETERMAN Kayleigh - ODE <Kayleigh.Peterman@ode.state.or.us>; REEDER Brian - ODE <Brian.Reeder@ode.state.or.us>; FULLER Evan - ODE <Evan.Fuller@ode.state.or.us>; MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>

Subject: Poverty Report Ready for Review

Good Afternoon,

As you all know, Laura is transitioning out of the CEEdO today, so she has passed her final draft of the Poverty Report on to me so that I can collect feedback and facilitate changes on the report before it is submitted to the Legislature. I will work with her and Lisa for any substantive changes and be making other changes directly over the next 10 days. If you would like to give feedback, please get that to me no later than **noon on Wed, Aug 29th**.

Happy reading...

Best Regards,

Angela Bluhm, MBA

Research, Data, and Communications Coordinator | Chief Education Office

503-378-2761 | 255 Capitol Street NE, Salem, OR 97310 | angela.bluhm@state.or.us
education.oregon.gov

<image002.jpg>[<image003.jpg><image004.jpg>](#)

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: FW: school safety question - exterior locks
Date: Wednesday, August 29, 2018 1:18:42 PM

This is unrelated to my earlier calls asking for language around school emergencies. That was for a grant request.

But, sending this along so you're in the know.



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: Moran, Jack <jmoran@registerguard.com>
Sent: Wednesday, August 29, 2018 11:51 AM
To: marc.siegel@state.or.us
Subject: school safety question - exterior locks

Mr. Siegel: My name is Jack Moran, and I'm a reporter with The Register-Guard in Eugene. I am pinch-hitting here this week on the ed beat, and thought I should reach out to you in regard to a story I'm working on today.

Briefly, the story is about the Springfield School District's decision to install "buzz in" entrance security systems at all of its schools.

I wonder if ODE has any responsibility/authority to make broad recommendations about school safety measures, and if so, can provide any information/statement about measures such as the one being implemented in Springfield.

Also, I wonder if ODE knows of other districts statewide that use the entrance system that Springfield is installing. I know Gladstone schools do it, but I have no idea if others do.

Sorry if these questions are unclear or aren't in your realm, but I figured it might be a good place to start. Please get back to me today if you can. Any help is appreciated.

Thank you.

Jack Moran
reporter
The Register-Guard
phone: 541-338-2373

This message may contain confidential and/or privileged information. If you are not the intended recipient or authorized to receive this for the intended recipient, you must not use, copy, disclose or take any action based on this message or any information herein. If you have received this message in error, please advise the sender immediately by sending a reply e-mail and delete this message. Thank you for your

cooperation.

From: [KONDAYEN Kate * GOV](#)
To: [Andrea Cantu-Schomus](#); [MINER Jason * GOV](#); [FISHER Nikki * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: Re: This is a big deal
Date: Wednesday, August 29, 2018 1:25:08 PM

Thanks for the opportunity, Andrea! Adding Nikki Fisher in, as she will run down whether this is doable and work with you on content if so.

From: Andrea Cantu-Schomus <acantuschomus@oda.state.or.us>
Date: Wednesday, August 29, 2018 at 12:38 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MINER Jason * GOV <Jason.MINER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: This is a big deal

Hello all,
Would it be possible to get a short congratulatory recording from the Governor?

We were just notified that our Deputy Director, Lisa Hanson has been selected for NASDA's 2018 James A. Graham Award for Outstanding Service to Agriculture. This is a really big deal in the world of agriculture. No one can remember when or if anyone from the west coast has ever received this honor.

After NASDA sends out a release next week (September 4-7 they haven't given us a firm date), we will start our promotion. As part of our social media plan we are recording short messages of congratulations from state and national leaders in the ag community, including Alexis Taylor, Katy Coba and Barb Glenn. We will post these messages on our facebook, twitter and instagram accounts.

I'm thinking no longer than 60 seconds. Something like... Congratulations to Lisa Hanson, Deputy Director of Oregon's Department of Agriculture. She was just selected by the National Association of State Department of Agriculture (NASDA) to receive the national outstanding service to agriculture award. This is a big deal! Lisa, you so deserve this recognition after nearly 20 years of service to Agriculture both regionally and nationally. Oregon should be proud! Congrats again Lisa! Keep up the great work.

I'm shooting these short videos with my iPhone in a horizontal format. We are asking others to do the same and send them to me. If you have any questions please let me know!

Thanks so much!
Andrea Cantu-Schomus
Director of Communications
Oregon Department of Agriculture
503-881-9049

Find us on [Facebook](#)
www.facebook.com/ORAgiculture

Like us on [Twitter](#)
[@ORagriculture](#)

From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#); [PLATTNER Crystalyn - ELD](#)
Subject: Re: ELC Prep Meeting
Date: Wednesday, August 29, 2018 1:37:25 PM

Thanks! Talk to you two at 3 PM.

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Wednesday, August 29, 2018 at 12:55 PM
To: PLATTNER Crystalyn - ELD <crystalyn.plattner@state.or.us>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: ELC Prep Meeting

Kate and I have another call at 3:30, so 3:00 should work. Thanks!

-----Original Appointment-----

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Subject: FW: ELC Prep Meeting
When: Wednesday, August 29, 2018 3:00 PM-5:30 PM (UTC-08:00) Pacific Time (US & Canada).
Where: Dawn's Office | 866-434-5269; 890837#

Lisa and Kate,

We can go over the Dick Hughes interview prep when you are available – possibly first thing at 3:00?
Or you can let us know of a specific time that works. Thanks.

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Subject: ELC Prep Meeting
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Per Alyssa: move to 3pm, add a conference line and Betty Bernt to conversation

866-434-5269

H: 676247 (Miriam)

P: 890837

From: [TATE Ben - ELD](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#); [KORESKE Debbie * GOV](#)
Cc: [MANDELL David P - ELD](#); [TAYLOR Dawn - ELD](#); [CALDERON Miriam - ELD](#); [CRAGER Rick - ODE](#)
Subject: ELD Eboard Letter
Date: Wednesday, August 29, 2018 1:42:45 PM
Attachments: [ODEDHSChildCareLimitationv5.docx](#)

Hello,

Miriam asked me to send you our revised Eboard letter based on the conversation on Monday. [REDACTED]

[REDACTED]
[REDACTED] I wanted to get this out to you now to allow time for review.

Please let us know if you have any changes. Rick and company are ready to finalize and submit today at 5pm.

Thanks,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ ben.tate@state.or.us

fb.me/OREarlyLearning



Oregon
Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

August 29, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD) and the Department of Human Services (DHS) respectfully request increases to their respective agency budget limitations due to additional funding allocated by the U.S. Department of Health and Human Service for the Child Care Development Block Grant (CCDBG).

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Child Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018.

Over the summer, a subcommittee of the Governor's Children's Cabinet met, focusing on changes to the child care system that could improve access to services for families and providers with these additional resources. The ELD and DHS also co-convened a workgroup with key stakeholders, advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee) to advise both agencies on the strategic use of these additional dollars for Oregon's child care system.

The groups identified priorities related to addressing the shortage of infant and toddler care, assisting providers in covering costs associated with new federal health and safety regulations, expanding access to community-based training and technical assistance for the child care workforce, and ensuring low-income families can access and afford high-quality child care that meets their needs. In addition, they supported recommendations to improve ELD Capacity in order to strengthen the licensing system.

Oregon's share of these new federal funds is \$25,600,808 for FY 2018 and FY 2019. The federal award letter, received first on May 1, 2018 indicates that FY 2018 Federal Funds must be obligated by September 30, 2019 and liquidated by September 30, 2020.

CCDF requires 70% of Discretionary funds be allocated to Direct Services (subsidy) after deducting quality and infant toddler set asides and administration costs. After these deductions, this allows for 65% of the funding being requested to be dedicated to better support low-income families with a particular focus on families with infants and toddlers to have more access to quality and affordable child care. The workgroups recognized the importance of professional learning of the early learning workforce along with some of the additional cost associated with new federal requirements and recommended that 22% of the funds be used to directly support child care providers. The remaining 13% of the funds would be used to strengthen the Office of Child Care to have a more consistent presence in child care facilities to improve the health and safety of child care facilities and provide needed technical assistance to better meet the needs of children. This staffing request reduces caseloads from 1:138 to 1:108 and provides the necessary supervision along with targeted technical assistance for licensing specialists own professional learning.

To effectively move forward in carrying out the priorities established by the Governor's Children's Cabinet, both ODE and DHS require increases to their respective budgetary limitation for use of these federal resources. The requested limitation is to allow the agencies to begin using these funds for the identified priorities.

- ODE ELD request an increase of \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).
- DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Agency Action

Oregon Department of Education – Early Learning Division

The Oregon Department of Education, through its Early Learning Division, requires an additional \$21,997,901 in Federal Funds limitation and 7.20 FTE to accomplish the following:

For Families: Pilot a new approach to building a supply of affordable, sustainable, high-quality infant and toddler care: ELD will requests \$3,497,434 in Federal Funds limitation and 0.99 FTE (3 limited duration positions) to begin a pilot of contracted slots for child care providers to serve infants and toddlers in low-income families. Provider reimbursements will more closely align to the actual costs of providing high quality care, and the ELD will target funds for contracted slots to communities where there is a dearth of infant or toddler care.

For Providers: Enhance direct supports for providers to support high-quality care: ELD requests \$5,585,650 in Federal Funds limitation to make resources available to licensed providers to help subsidize their costs associated with meeting new licensing regulations (e.g., background checks, training, equipment), and increase investments in the professional learning system for the child care workforce.

Commented [WDA-E1]: Need to add in legal authority to contract for I/T

ELD Capacity: Strengthen the child care licensing program to ensure the health and safety of children in care, support providers to successfully meet licensing requirements, and ensure adequate supports for the early learning workforce to increase high quality care: ELD requests \$2,230,341 in Federal Funds limitation to increase staffing by 6.21 FTE (21 limited duration positions) in the Office of Child Care (OCC) resulting in licensing caseloads that are closer to industry standards, and greater capacity in the legal and compliance unit.

Oregon Department of Human Services

For Families: With Federal Funds transferred from ODE, DHS is requesting Other Funds limitation of \$10,684,476. As mentioned above, DHS has been working for the past several months with a subcommittee of the Governor's Children's Cabinet and a separate, but overlapping stakeholder group to collaboratively construct recommendations for the use of the additional funds. Recommendations are not yet available from these groups, but DHS anticipates being able to present the options in person during legislative hearings considering this request.

Based on the discussions with the stakeholder groups, DHS action will center the additional funding around DHS Child Care Program enhancements that improve access to child care for parents and providers that do not result in DHS system changes.

Action Requested

Oregon Department of Education

ODE ELD request an increase in \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).

Oregon Department of Human Services

DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Legislation Affected

Oregon Department of Education: Section 4(1) Chapter 590, Oregon Laws (2017)
 Section 5(1) Chapter 590, Oregon Laws (2017)

Oregon Department of Human Services Section 2(2) Chapter 597, Oregon Laws (2017)

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
August 27, 2018
Page 4 of 3

Sincerely,

Colt Gill
Deputy Superintendent of
Public Instruction

Miriam Calderon
Early Learning System
Director

Fariborz Pakseresht
Department of Human
Services Director

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [FISHER Nikki * GOV](#)
Subject: GKB language on school safety/emergency preparedness?
Date: Wednesday, August 29, 2018 1:56:25 PM

Chris and Nikki, I just talked to Marc Siegel at ODE. Someone over there is writing a grant proposal about safety and emergency preparedness in schools (for any kind of incident—shooting, earthquake, you name it) and wanted to know if we had any language about school safety.

Heidi said we should look at past language around the Task Force on School Safety, a 2016 EO on firearms, and a campus safety group we convened after UCC.

I know that in specific situations (gun violence walkouts in March) we were very thoughtful on this topic so didn't want to take the time to put anything together if we prefer not to contribute.

Chris, do you want me/Nikki to work on getting language over to ODE, either by researching historical statements, or pulling something together? They want it by EOD today. And FYI, Register-Guard is coincidentally asking about specific school safety measures (see below).

Kate

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Wednesday, August 29, 2018 at 1:18 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: FW: school safety question - exterior locks

This is unrelated to my earlier calls asking for language around school emergencies. That was for a grant request.

But, sending this along so you're in the know.



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: Moran, Jack <jmoran@registerguard.com>
Sent: Wednesday, August 29, 2018 11:51 AM
To: marc.siegel@state.or.us
Subject: school safety question - exterior locks

Mr. Siegel: My name is Jack Moran, and I'm a reporter with The Register-Guard in Eugene. I am pinch-hitting here this week on the ed beat, and thought I should reach out to you in regard to a story I'm working on today.

Briefly, the story is about the Springfield School District's decision to install "buzz in" entrance security systems at all of its schools.

I wonder if ODE has any responsibility/authority to make broad recommendations about school safety measures, and if so, can provide any information/statement about measures such as the one being implemented in Springfield.

Also, I wonder if ODE knows of other districts statewide that use the entrance system that Springfield is installing. I know Gladstone schools do it, but I have no idea if others do.

Sorry if these questions are unclear or aren't in your realm, but I figured it might be a good place to start. Please get back to me today if you can. Any help is appreciated.

Thank you.

Jack Moran
reporter
The Register-Guard
phone: 541-338-2373

This message may contain confidential and/or privileged information. If you are not the intended recipient or authorized to receive this for the intended recipient, you must not use, copy, disclose or take any action based on this message or any information herein. If you have received this message in error, please advise the sender immediately by sending a reply e-mail and delete this message. Thank you for your cooperation.

From: [CAPPS Lindsey D * GOV](#)
To: [LESLIE Berri * GOV](#); [MOLLER Mary * GOV](#)
Subject: Fwd: ELD Eboard Letter
Date: Wednesday, August 29, 2018 2:01:49 PM
Attachments: [ODEDHSChildCareLimitationv5.docx](#)
[ATT00001.htm](#)

From: TATE Ben - ELD <ben.tate@state.or.us>
Date: August 29, 2018 at 2:42:41 PM MDT
To: BHATT Pooja * GOV <Pooja.BHATT@state.or.us>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@state.or.us>, KORESKEI Debbie * GOV <Debbie.KORESKEI@state.or.us>
Cc: MANDELL David P - ELD <david.mandell@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>, CRAGER Rick - ODE <rick.crager@state.or.us>
Subject: ELD Eboard Letter

Hello,

Miriam asked me to send you our revised Eboard letter based on the conversation on Monday. [REDACTED]

[REDACTED] I wanted to get this out to you now to allow time for review.

Please let us know if you have any changes. Rick and company are ready to finalize and submit today at 5pm.

Thanks,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ ben.tate@state.or.us

fb.me/OREarlyLearning



Oregon
Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

August 29, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD) and the Department of Human Services (DHS) respectfully request increases to their respective agency budget limitations due to additional funding allocated by the U.S. Department of Health and Human Service for the Child Care Development Block Grant (CCDBG).

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Child Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018.

Over the summer, a subcommittee of the Governor's Children's Cabinet met, focusing on changes to the child care system that could improve access to services for families and providers with these additional resources. The ELD and DHS also co-convened a workgroup with key stakeholders, advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee) to advise both agencies on the strategic use of these additional dollars for Oregon's child care system.

The groups identified priorities related to addressing the shortage of infant and toddler care, assisting providers in covering costs associated with new federal health and safety regulations, expanding access to community-based training and technical assistance for the child care workforce, and ensuring low-income families can access and afford high-quality child care that meets their needs. In addition, they supported recommendations to improve ELD Capacity in order to strengthen the licensing system.

Oregon's share of these new federal funds is \$25,600,808 for FY 2018 and FY 2019. The federal award letter, received first on May 1, 2018 indicates that FY 2018 Federal Funds must be obligated by September 30, 2019 and liquidated by September 30, 2020.

CCDF requires 70% of Discretionary funds be allocated to Direct Services (subsidy) after deducting quality and infant toddler set asides and administration costs. After these deductions, this allows for 65% of the funding being requested to be dedicated to better support low-income families with a particular focus on families with infants and toddlers to have more access to quality and affordable child care. The workgroups recognized the importance of professional learning of the early learning workforce along with some of the additional cost associated with new federal requirements and recommended that 22% of the funds be used to directly support child care providers. The remaining 13% of the funds would be used to strengthen the Office of Child Care to have a more consistent presence in child care facilities to improve the health and safety of child care facilities and provide needed technical assistance to better meet the needs of children. This staffing request reduces caseloads from 1:138 to 1:108 and provides the necessary supervision along with targeted technical assistance for licensing specialists own professional learning.

To effectively move forward in carrying out the priorities established by the Governor's Children's Cabinet, both ODE and DHS require increases to their respective budgetary limitation for use of these federal resources. The requested limitation is to allow the agencies to begin using these funds for the identified priorities.

- ODE ELD request an increase of \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).
- DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Agency Action

Oregon Department of Education – Early Learning Division

The Oregon Department of Education, through its Early Learning Division, requires an additional \$21,997,901 in Federal Funds limitation and 7.20 FTE to accomplish the following:

For Families: Pilot a new approach to building a supply of affordable, sustainable, high-quality infant and toddler care: ELD will requests \$3,497,434 in Federal Funds limitation and 0.99 FTE (3 limited duration positions) to begin a pilot of contracted slots for child care providers to serve infants and toddlers in low-income families. Provider reimbursements will more closely align to the actual costs of providing high quality care, and the ELD will target funds for contracted slots to communities where there is a dearth of infant or toddler care.

For Providers: Enhance direct supports for providers to support high-quality care: ELD requests \$5,585,650 in Federal Funds limitation to make resources available to licensed providers to help subsidize their costs associated with meeting new licensing regulations (e.g., background checks, training, equipment), and increase investments in the professional learning system for the child care workforce.

Commented [WDA-E1]: Need to add in legal authority to contract for I/T

ELD Capacity: Strengthen the child care licensing program to ensure the health and safety of children in care, support providers to successfully meet licensing requirements, and ensure adequate supports for the early learning workforce to increase high quality care: ELD requests \$2,230,341 in Federal Funds limitation to increase staffing by 6.21 FTE (21 limited duration positions) in the Office of Child Care (OCC) resulting in licensing caseloads that are closer to industry standards, and greater capacity in the legal and compliance unit.

Oregon Department of Human Services

For Families: With Federal Funds transferred from ODE, DHS is requesting Other Funds limitation of \$10,684,476. As mentioned above, DHS has been working for the past several months with a subcommittee of the Governor's Children's Cabinet and a separate, but overlapping stakeholder group to collaboratively construct recommendations for the use of the additional funds. Recommendations are not yet available from these groups, but DHS anticipates being able to present the options in person during legislative hearings considering this request.

Based on the discussions with the stakeholder groups, DHS action will center the additional funding around DHS Child Care Program enhancements that improve access to child care for parents and providers that do not result in DHS system changes.

Action Requested

Oregon Department of Education

ODE ELD request an increase in \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).

Oregon Department of Human Services

DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Legislation Affected

Oregon Department of Education: Section 4(1) Chapter 590, Oregon Laws (2017)
 Section 5(1) Chapter 590, Oregon Laws (2017)

Oregon Department of Human Services Section 2(2) Chapter 597, Oregon Laws (2017)

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
August 27, 2018
Page 4 of 3

Sincerely,

Colt Gill
Deputy Superintendent of
Public Instruction

Miriam Calderon
Early Learning System
Director

Fariborz Pakseresht
Department of Human
Services Director

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#); [FISHER Nikki * GOV](#)
Subject: Re: GKB language on school safety/emergency preparedness?
Date: Wednesday, August 29, 2018 2:06:42 PM

Nikki,

Can you send ODE the language from past statements and have them rework it and send back to us for review?

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 1:56 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: GKB language on school safety/emergency preparedness?

Chris and Nikki, I just talked to Marc Siegel at ODE. Someone over there is writing a grant proposal about safety and emergency preparedness in schools (for any kind of incident—shooting, earthquake, you name it) and wanted to know if we had any language about school safety.

Heidi said we should look at past language around the Task Force on School Safety, a 2016 EO on firearms, and a campus safety group we convened after UCC.

I know that in specific situations (gun violence walkouts in March) we were very thoughtful on this topic so didn't want to take the time to put anything together if we prefer not to contribute.

Chris, do you want me/Nikki to work on getting language over to ODE, either by researching historical statements, or pulling something together? They want it by EOD today. And FYI, Register-Guard is coincidentally asking about specific school safety measures (see below).

Kate

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Wednesday, August 29, 2018 at 1:18 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: FW: school safety question - exterior locks

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But, sending this along so you're in the know.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: Moran, Jack <jmoran@registerguard.com>

Sent: Wednesday, August 29, 2018 11:51 AM

To: marc.siegel@state.or.us

Subject: school safety question - exterior locks

Mr. Siegel: My name is Jack Moran, and I'm a reporter with The Register-Guard in Eugene. I am pinch-hitting here this week on the ed beat, and thought I should reach out to you in regard to a story I'm working on today.

Briefly, the story is about the Springfield School District's decision to install "buzz in" entrance security systems at all of its schools.

I wonder if ODE has any responsibility/authority to make broad recommendations about school safety measures, and if so, can provide any information/statement about measures such as the one being implemented in Springfield.

Also, I wonder if ODE knows of other districts statewide that use the entrance system that Springfield is installing. I know Gladstone schools do it, but I have no idea if others do.

Sorry if these questions are unclear or aren't in your realm, but I figured it might be a good place to start. Please get back to me today if you can. Any help is appreciated.

Thank you.

Jack Moran
reporter
The Register-Guard
phone: 541-338-2373

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From: [MORAWSKI Lisa - CEDO](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: FW: Oregon SLDS Opt-Out
Date: Wednesday, August 29, 2018 2:06:57 PM

Lindsey,

ODE forwarded this to us. Is this something we have dealt with before? Is there someone you would suggest I work with on a response?

Lisa

From: T W <tim@laddcreek.com>
Sent: Wednesday, August 29, 2018 11:19 AM
To: ODE Frontdesk <ODE.Frontdesk@ode.state.or.us>
Subject: Oregon SLDS Opt-Out

To whom it may concern,

My understanding is that SLDS data goes back to 2006. I attended postsecondary after this time and my children have attended K-12 during the same period. At no time do I recall authorizing or otherwise knowingly approving the use of my personally identifying data nor that of my children to be used in a state-wide longitudinal data store for the purposes of research or data sharing.

HB 2655 provides certain rights to parents and adult students that prevent or limit data sharing between schools and the state. Although the bill was originally intended for standardized testing assessments, it would appear the language of this bill could be applied more broadly to include SLDS. What is the Oregon Department of Education's opinion on this?

For the record, I do not want my personally identifying data nor the personally identifying data of my children housed or otherwise used or shared by the Oregon Department of Education, The Higher Education Coordinating Commission or any other state or federal agency for research or other purposes without my explicit knowledge and consent.

I would like my data as well as the data of my children removed from the SLDS system. Please let me know if an "opt-out" is available and the process required to meet this request. If an opt-out is not available, please articulate why it is not with supporting legal reference so that I can communicate these shortcomings to legislative leadership.

Thank you.

T Wilson
P.O. Box 3227
La Grande, OR 97850

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Subject: safety messaging
Date: Wednesday, August 29, 2018 2:14:33 PM

Hi Marc,

Safety and resilience are in the other press secretary's portfolio, so I passed along your request to my colleague Nikki—she may be reaching out.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: FW: Gov. Brown's education plan
Date: Wednesday, August 29, 2018 2:15:28 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

FYI, I'm already halfway through some draft answers but thought I'd go ahead and send for consideration. Happy to chat if you want to contribute thoughts to first round answers.

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 1:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Email is fine to start with, but I hope you'll be available by phone for clarification if need be.

How will the governor pay for her proposals? Does she have an estimate on what class-size reductions or the increased preschool investment will cost?

Will the governor seek significant changes to pension or health care benefits in order to pay for this investment?

What convinced her to fully fund Measure 98 now? Why did she recommend less than half the funding that the measure called for in the last biennium?

What outcomes will the state track in order to measure whether school districts are making gains?



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 1:31 PM

To: Helen Jung <hjung@oregonian.com>

Subject: Re: Gov. Brown's education plan

Phone isn't going to work this afternoon, but I am more than happy to help get you info. What questions are top of mind for you?

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 1:26 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

I did read through it extensively, but I think a phone call would be easiest. Do you have time for a chat?



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 1:16 PM

To: Helen Jung <hjung@oregonian.com>

Subject: Re: Gov. Brown's education plan

Hi Helen,

Sorry for delay in getting back to you, I was in a meeting. If you haven't already, would you take a deep dive on the [agenda itself](#) and shoot me over your most high-level questions?

Best,

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 11:24 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Thanks, Chris.

Hi Kate,

Do you have time for a call today about some of the details in the education plan? Thanks,
Helen



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 11:21 AM
To: Helen Jung <hjung@oregonian.com>, Christian Gaston
<christian@katebrownfororegon.com>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Hi Helen,

Please refer any questions regarding the Governor's agenda itself to Kate Kondayen and I. Please refer any comparisons to Knute Buehler's positions on education or any other campaign related questions to Christian.

Thanks,
Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 10:44 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Christian Gaston
<christian@katebrownfororegon.com>
Subject: Gov. Brown's education plan

Hi Chris and Christian,
I have a few questions about the governor's plan for education. Can you direct me to the best contact on this?
Thanks,
Helen



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

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work: 503-294-7621
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From: [LESLIE Berri * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [MOLLER Mary * GOV](#)
Subject: RE: ELD Eboard Letter
Date: Wednesday, August 29, 2018 2:19:22 PM

So much better.

From: CAPPS Lindsey D * GOV
Sent: Wednesday, August 29, 2018 2:02 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Subject: Fwd: ELD Eboard Letter

From: TATE Ben - ELD <ben.tate@state.or.us>
Date: August 29, 2018 at 2:42:41 PM MDT
To: BHATT Pooja * GOV <Pooja.BHATT@state.or.us>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@state.or.us>, KORESKEI Debbie * GOV <Debbie.KORESKEI@state.or.us>
Cc: MANDELL David P - ELD <david.mandell@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>, CRAGER Rick - ODE <rick.crager@state.or.us>
Subject: ELD Eboard Letter

Hello,

Miriam asked me to send you our revised Eboard letter based on the conversation on Monday. [REDACTED]

[REDACTED] I wanted to get this out to you now to allow time for review.

Please let us know if you have any changes. Rick and company are ready to finalize and submit today at 5pm.

Thanks,

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Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ ben.tate@state.or.us

fb.me/OREarlyLearning

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: FW: Gov. Brown's education plan
Date: Wednesday, August 29, 2018 2:24:45 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

Hi all,

Please see Helen's inquiries and my draft responses below.

Thanks,
Kate

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 1:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Email is fine to start with, but I hope you'll be available by phone for clarification if need be.

How will the governor pay for her proposals? Does she have an estimate on what class-size reductions or the increased preschool investment will cost?

Similar to how she handled the transportation package, the Governor is approaching funding for her education agenda just as she has with other issues that affect all Oregonians—through a consensus-driven process that brings involved stakeholders together to work collaboratively on a viable solution. Specific funding needs and streams will be outlined in her budget.

Will the governor seek significant changes to pension or health care benefits in order to pay for this investment?

Specific funding streams will be outlined in her budget after working through the options with groups like the Student Success Committee. Governor Brown believes that balancing the budget on the backs of our teachers and cutting their retirement is the wrong approach, and we know that lowering health benefits doesn't provide cost-savings, as it drives up emergency health costs. Teachers work very hard every day to serve our children in incredibly demanding jobs, and investing in our classrooms means investing in them.

What convinced her to fully fund Measure 98 now? Why did she recommend less than half the funding that the measure called for in the last biennium?

The Governor has always supported Measure 98, and the budget is in good enough shape that she can make significant changes.

What outcomes will the state track in order to measure whether school districts are making gains?

Education outcomes are tied to health, criminal justice, and economic gains, and the real aim is to

enable more Oregonians to thrive. But there are many metrics of success in the agenda, so you may want to look at specific strategies and see what outcomes are listed there. The Governor's measurable education goal is to increase the graduation rate to 90 percent within 4 years.



Helen Jung
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Press Secretary

Office of Governor Kate Brown

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Communications Director
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From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 10:44 AM

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Subject: Gov. Brown's education plan

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From: [KONDAYEN Kate * GOV](#)
To: [LABAR James * GOV](#); [PAIR Chris * GOV](#); [BLOSSER Nik * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 2:33:01 PM

Thanks, James.

Chris, I'll go in and make these changes now. Will let you know when I've re-uploaded the file.

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:31 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
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9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

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- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let's make a final call on this after seeing it in layout.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:05 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
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Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

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I will review about 9:30am after my first two meetings.

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Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

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Date: Wednesday, August 29, 2018 2:33:58 PM

I have a bunch of edits on an annotated version that I'm sending shortly.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

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jennifer.j.andrew@oregon.gov

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From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#); [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: Re: Gov. Brown's education plan
Date: Wednesday, August 29, 2018 2:34:06 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

These look great. Notes:

The revenue forecast isn't particularly helpful, since the kicker sweeps up any significant gain. So let's stay out of that.

I've removed the reference to the student success committee, since Helen doesn't believe that they were formed to contribute to the revenue conversation. We don't gain anything by going down that road.

The last question looks right. But, can we had something about how the Chief Ed Office or ODE will be tracking these metrics? Need to give a window into the logistics (as well as the metrics) of how districts will be held accountable.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:24 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Subject: FW: Gov. Brown's education plan

Hi all,

Please see Helen's inquiries and my draft responses below.

Thanks,
Kate

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 1:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Email is fine to start with, but I hope you'll be available by phone for clarification if need be.

How will the governor pay for her proposals? Does she have an estimate on what class-size reductions or the increased preschool investment will cost?

Similar to how she handled the transportation package, the Governor is approaching funding for her education agenda just as she has with other issues that affect all Oregonians—through a consensus-

driven process that brings involved stakeholders together to work collaboratively on a viable solution. Specific funding needs and streams will be outlined in her budget.

Will the governor seek significant changes to pension or health care benefits in order to pay for this investment?

~~Specific funding streams will be outlined in her budget after working through the options with groups like the Student Success Committee.~~ Governor Brown believes that balancing the budget on the backs of our teachers and cutting their retirement is the wrong approach, and we know that lowering health benefits doesn't provide cost-savings, as it drives up emergency health costs. Teachers work very hard every day to serve our children in incredibly demanding jobs, and investing in our classrooms means investing in them.

What convinced her to fully fund Measure 98 now? Why did she recommend less than half the funding that the measure called for in the last biennium?

The Governor has always supported Measure 98, and the budget is in good enough shape that she can make significant changes.

What outcomes will the state track in order to measure whether school districts are making gains?

Education outcomes are tied to health, criminal justice, and economic gains, and the real aim is to enable more Oregonians to thrive. But there are many metrics of success in the agenda, so you may want to look at specific strategies and see what outcomes are listed there. The Governor's measurable education goal is to increase the graduation rate to 90 percent within 4 years.



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 1:31 PM

To: Helen Jung <hjung@oregonian.com>

Subject: Re: Gov. Brown's education plan

Phone isn't going to work this afternoon, but I am more than happy to help get you info. What questions are top of mind for you?

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 1:26 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

I did read through it extensively, but I think a phone call would be easiest. Do you have time for a chat?



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
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cell: 503-314-2726

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From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 1:16 PM

To: Helen Jung <hjung@oregonian.com>

Subject: Re: Gov. Brown's education plan

Hi Helen,

Sorry for delay in getting back to you, I was in a meeting. If you haven't already, would you take a deep dive on the [agenda itself](#) and shoot me over your most high-level questions?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 11:24 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Thanks, Chris.

Hi Kate,

Do you have time for a call today about some of the details in the education plan? Thanks,
Helen



Helen Jung
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From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 11:21 AM
To: Helen Jung <hjung@oregonian.com>, Christian Gaston
<christian@katebrownfororegon.com>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Hi Helen,

Please refer any questions regarding the Governor's agenda itself to Kate Kondayen and I. Please refer any comparisons to Knute Buehler's positions on education or any other campaign related questions to Christian.

Thanks,
Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 10:44 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Christian Gaston
<christian@katebrownfororegon.com>
Subject: Gov. Brown's education plan

Hi Chris and Christian,
I have a few questions about the governor's plan for education. Can you direct me to the best contact on this?
Thanks,
Helen



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From: [KONDAYEN Kate * GOV](#)
To: [KLEIN Rosa * GOV](#); [PAIR Chris * GOV](#)
Subject: FW: Baycrest communications documents in preparation for Aug 30 announcement
Date: Wednesday, August 29, 2018 2:34:15 PM
Attachments: [Baycrest Village Press Release final.docx](#)
[DHS Statement on Baycrest closure Draft V2\[3\].docx](#)
[Baycrest Talking Points and Background - Internal DHS ONLY DRAFT V3\[1\].docx](#)

FYI.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:33 PM
To: WILLIAMS ELISA A <elisa.a.williams@state.or.us>, Christy Sinatra <christy.sinatra@state.or.us>
Cc: STINSON CYNTHIA J <cynthia.j.stinson@state.or.us>
Subject: Re: Baycrest communications documents in preparation for Aug 30 announcement

Thanks, Elisa. I haven't done a deep dive on all the docs but at a glance it looks fine to me.

From: Williams Elisa A <elisa.a.williams@state.or.us>
Date: Wednesday, August 29, 2018 at 12:50 PM
To: Christy Sinatra <christy.sinatra@state.or.us>
Cc: STINSON CYNTHIA J <cynthia.j.stinson@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: Baycrest communications documents in preparation for Aug 30 announcement

Christy,

I'm still working on some approvals, but I wanted to be sure you had the most recent versions of the key communications documents on Baycrest Village's announcement that it will close 2 facilities by Nov. 1.

- The Baycrest Village final release attached. I don't yet know Baycrest's plans for sharing this release - if it's going to be limited to Coos Bay or distributed more broadly. My guess is that they'll keep distribution limited to the Coos Bay World.
- DHS statement – The attached version has been reviewed by Ashley/Mike and the team. I plan to use it only with reporters who are covering the story following Baycrest's release. Are you OK if this is shared with Baycrest in advance?
- Talking points/background – This is an internal document is intended to guide us when addressing questions about Baycrest. For immediate questions about the closure announcement, I plan to work with APD District Manager Michael Marchant as the APD spokesperson. I am getting this background document reviewed to ensure all the facts are up to date. Previous versions have been reviewed so it should be close to being finalized.

Elisa

FOR IMMEDIATE RELEASE

For More Information Contact:
John Heitkemper
john@mediacabin.com
503-703-1911

BAYCREST VILLAGE TO NOTIFY RESIDENTS OF PLANS TO CLOSE TWO CARE FACILITIES

NORTH BEND, OR –**August 30, 2018** – North Bend-based Baycrest Village will notify residents today of its plans to close its skilled nursing and assisted living facilities by November 1, 2018.

Residents of both facilities will be given support and time to make relocation decisions. Baycrest Health Center, Baycrest Assisted Care and the Department of Human Services will host resident and family meetings to discuss the closure process.

These communities have been operating at a loss for an extended period and can no longer sustain the ongoing financial contributions necessary to offset the operational deficit. Its independent living community, Evergreen Court, located on the adjacent property, will continue to operate and provide independent living services for seniors.

Baycrest Village will be working collaboratively with staff from the DHS Aging and People with Disabilities (APD) program to ensure that every current resident of the closing communities is provided with support through the transition.

###

News Release



Date: Aug. 30, 2018

Contact: Elisa Williams, Elisa.A.Williams@state.or.us, 503-509-9604

DHS to provide support, oversight as Baycrest facilities plan to close

(Salem, Ore.) – The Aging and People with Disabilities program within the Department of Human Services has designated a team to provide on-site support to residents of two long-term care facilities within Baycrest Village in North Bend, Oregon, that have announced plans to close by Nov. 1, 2018.

This support will include assisting all residents in identifying new long-term care providers. In addition, the team will work with the owners of Baycrest Health Center, a nursing facility, and Baycrest Assisted Care, a residential care facility, to ensure continuity of care for residents until they can successfully transition to new residences.

“Our top priority is the wellbeing of residents and their families through this transition,” said Ashley Carson Cottingham, director of the Aging and People with Disabilities program. “Our team is working closely with long-term care providers throughout the region to identify options for residents that are best positioned to meet their needs.”

Residents and family members who have questions about the planning process may call the Aging and People with Disabilities program safety manager, Marsha Ellis, at 503-945-6415.

Other state resources available to assist residents and their families include:

- The Aging and Disability Resource Connection (ADRC) of Oregon, which provides information about community resources available to older adults. The ADRC can be reached at 1-855-ORE-ADRC (1-855-673-2372) or www.adrcforegon.org.
- The Oregon Office of the Long-Term Care Ombudsman, which provides information about residents’ rights and placement options. The Deputy Ombudsman for the region is Molly Twarog, 1-800-522-2602.

###

Baycrest closure talking points

- The Aging and People with Disabilities (APD) program in the Department of Human Services (DHS) is working with the owner of Baycrest Health Center and Baycrest Assisted Care on its transition planning for residents following Baycrest's decision to close the two facilities by Nov. 1, 2018.
- APD's top priority is the wellbeing of residents and their families through this transition.
- APD designated a team to provide on-site support including assisting all residents - whether they receive Medicaid or are private pay - in identifying new long-term care providers. This staff will be part of Baycrest's planned meetings in early September to answer questions from residents and their families. In addition, the team will work with the owners of Baycrest Health Center, a nursing facility, and Baycrest Assisted Care, a residential care facility, to ensure continuity of care for residents until they can successfully transition to new residences.
- APD's team is also working closely with long-term care providers throughout the region to identify options for residents that are best positioned to meet their needs.
- There are currently a total of 57 residents who are living in the two facilities. Our team has successfully assisted with transitions of a similar size. When Baycrest Memory Care decided to close and wound down operations earlier this year, APD assisted **47 residents** with successful transitions to other facilities. The facility closed a month early after all residents found new homes.
- APD's goal is to support providers so that Oregonians have many options for long-term care. Facility closings are relatively rare. In the past five years, or since 2014 through today, six nursing facilities have closed in Oregon. In the same timeframe, 11 residential care facilities have closed, but overall the number of residential care facilities is increasing in Oregon. Both nursing and residential care facilities are required to provide residents 60 days advance notice prior to facility closure.

Answers to anticipated questions

Did APD play a role in Baycrest's decision to close the two facilities?

No. The decision to close was an independent choice made by the owners of the facilities.

Were the facilities facing regulatory compliance violations that would have eventually required them to close?

The residential care facility, Baycrest Assisted Care, is in compliance with its license.

However, DHS does have a license condition in place for Baycrest Health Center and that condition was initiated in May of 2018 and amended several times to reflect the facility's compliance issues.

A license condition results when there is a pattern of compliance issues and the licensed long-term care facility is found to be substantially out of compliance with state regulations. The license condition is part of APD's immediate response to ensure the safety of residents as license violations are resolved.

The goal of the license condition is to provide the facility with instruction on how to get back into compliance.

What was the nature of the license condition on Baycrest Health Center?

The condition and the amended conditions were the result of:

- ✓ Failure to comply with employing a full-time administrator;
- ✓ Failure to follow an agency order;
- ✓ Failure to provide adequate resident care and services;
- ✓ Failure to provide adequate Certified Nursing Assistant (CNA) staff.

How long can a facility operate with a license condition before being closed?

APD takes immediate and progressive action if a facility is substantially out of regulatory compliance. Timeframes depend on the circumstances and what a facility has done to demonstrate it is improving. Ultimately, however, if a facility cannot achieve compliance with regulations its license will be revoked.

What does DHS mean when it says it's taking "immediate and progressive action?"

When DHS has evidence that the facility is in violation of licensing rules and laws, immediate action is taken to attempt to bring the facility back into compliance. This action may include requiring additional training, requiring a department approved consultant to assist the facility to come back into

compliance, restricting admission of new residents into the facility and other licensing conditions designed to ensure safety of residents. DHS attempts to take progressively more serious action with the primary goal of ensuring the safety of all residents living in the facility.

Beyond Baycrest Village management, who can residents and families talk to for answers to questions about their specific circumstances?

Residents and family members who have questions about the planning process may call the Aging and People with Disabilities program safety manager, Marsha Ellis, at 503-945-6415. Other state resources available to assist residents and their families include:

- The Aging and Disability Resource Connection (ADRC) of Oregon, which provides information about community resources available to older adults. The ADRC can be reached at [1-855-ORE-ADRC \(1-855-673-2372\)](tel:1-855-ORE-ADRC) or www.adrcforegon.org.
- The Oregon Office of the Long-Term Care Ombudsman, which provides information about residents' rights and placement options. The Deputy Ombudsman for the region is Molly Twarog, 1-800-522-2602.

Background on Baycrest Memory Care closure

- Baycrest Memory Care closed on Feb. 5, 2018.
- Given Baycrest Memory Care's compliance violations at the time that it decided to close, APD determined that, for the safety of residents, additional oversight was needed to manage the transition. APD placed a consultant at the facility to be hands-on in overseeing the process. In addition, an APD caseworker assisted with residents who received Medicaid; the consultant assisted private pay residents. To coordinate all aspects of the transfer, APD held daily conference calls with the facility management, the district office in Coos County, and the consultant to oversee all aspects of the transition.
- APD helped 47 residents with their transition to other facilities. That process involved identifying appropriate new facilities, screening them and overseeing all aspects of the transfer to address all the known risks associated with moves of vulnerable adults with dementia. The team identified options that enabled most residents to remain in Coos and Curry counties.

From: [TATE Ben - ELD](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#); [KORESKE Debbie * GOV](#)
Cc: [MANDELL David P - ELD](#); [TAYLOR Dawn - ELD](#); [CALDERON Miriam - ELD](#); [CRAGER Rick - ODE](#)
Subject: RE: ELD Eboard Letter
Date: Wednesday, August 29, 2018 2:45:36 PM

Hello All,

Miriam had some additional edits of the letter I sent at 1:30. I will send out the revisions soon.

Thanks,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ben.tate@state.or.us

fb.me/OREarlyLearning

From: TATE Ben - ELD
Sent: Wednesday, August 29, 2018 1:43 PM
To: BHATT Pooja * GOV <Pooja.BHATT@state.or.us>; CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@state.or.us>; KORESKE Debbie * GOV <Debbie.KORESKE@state.or.us>
Cc: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>; MANDELL David P - ELD <david.p.mandell@ode.state.or.us>; TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CRAGER Rick - ODE <rick.crager@ode.state.or.us>
Subject: ELD Eboard Letter

Hello,

Miriam asked me to send you our revised Eboard letter based on the conversation on Monday. [REDACTED]

[REDACTED]
[REDACTED] I wanted to get this out to you now to allow time for review.

Please let us know if you have any changes. Rick and company are ready to finalize and submit today at 5pm.

Thanks,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ben.tate@state.or.us

fb.me/OREarlyLearning

From: [BLOSSER Nik * GOV](#)
To: [KONDAYEN Kate * GOV](#); [LABAR James * GOV](#); [PAIR Chris * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 2:46:29 PM
Attachments: [Housing 2 8.29 150pm.pdf](#)

Okay – here are what I hope are final edits in the attached annotated version.

A few key points:

1. The Exec summary is too long so I cut it a bit. Would like to cut more, but we need the language in there about rental protections so don't think we can.
2. The third bullet of the plan needs to be "Invest in Permanent Supportive Housing for the Chronically Homeless" – I noted that.
3. We need periods at the end of every one of the italicized descriptions. I noted that.
4. James caught some of the bigger issues I saw.
5. Who is the Harney County partner? Right now it says "PARTNER NAME"
6. James, we need a paragraph at the end of agenda item #4 about apprenticeships in rural Oregon for construction. We talk about it in the italicized summary (which I rewrote).

After this and getting items 5 and 6 from James I think we are good. I would like to have the Governor take one last look at the final, if possible.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:32 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Thanks, James.

Chris, I'll go in and make these changes now. Will let you know when I've re-uploaded the file.

From: LABAR James * GOV <James.Labar@oregon.gov>

Date: Wednesday, August 29, 2018 at 2:31 PM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: RE: Housing in layout

All,

Read layout. Scanned word doc. Looks good. Two corrections needed in the layout version.

1. In layout version, p. 15 it says, (misspelling and duplicative)

"End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs"

Needs to say:

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon

2. In layout version, p. 16 it says, (missing words)

Dedicate resources
Emergency Housing Assistance
(EHA) and State Homeless
Assistance Program (SHAP).
OHCS is working with Oregon's
Housing Stability Council and the
Community Action Partnership of
Oregon to incorporate national
best practices and outcome oriented
approaches to build on
the success of these resources,
and to deliver the most impactful
results for homeless individuals
and families.

Needs to say

Dedicate resources to address Oregon's homeless crisis by raising the funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

From: PAIR Chris * GOV

Sent: Wednesday, August 29, 2018 11:09 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; BLOSSER Nik * GOV

<Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

All edits are included in the attached. I've also included a clean word doc to add any copy edits to. If you have layout edits, please mark up the PDF or send a list of edits.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:31 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

Updated numbers in the goal are attached. James, when Chris sends around the updated version in layout, please look closely to make sure I subbed the language in every possible place—I just found one.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:20 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

Thanks, Nik!

James also just got info from OHCS that we can actually triple instead of over double the pipeline. I will go into the Word doc now and add into Goal #4 and redistribute for reference.

Language:

“Triple the existing pipeline – up to 25,000 units by 2023”

Rationale:

- Consistent time horizon with statewide housing plan. Language will be identical in both documents.
- We are concerned about the roughly 3,000 units that get us from the 19-21 math to 20,000 by 2021.

Here is the math.

We used what's below which gets us to 17,500 units by the end of 2021, and then we assumed

2021-23 numbers:

4,000 doc fee and LIHTC (some slight changes expected in LIHTC due to federal changes)

4,000 (same level of funding in gov budget for 21-23)

1,200 accelerator

=9,200

9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:18 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV
<James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

All – Great job. Please put the attached back into layout so we can get this finalized. Here are the steps:

1. Put into layout (attached)
2. Final review by Governor and the whitepaper team
3. Make the call about checking with any external stakeholders
4. Go live

Still could happen later today I think, but might be tomorrow am.

A few notes on the latest draft:

- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let's make a final call on this after seeing it in layout.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:05 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Not a problem to include Attachment #2

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:35 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: RE: Housing in layout

All,

Here you go. I attached "Attachment #2, which is for footnote 17. If a pain to lay out, I'd just remove footnote. Not a pain, please include. I think it works either way.

This thing is looking good. Thanks to all.

Thanks,

James

From: LABAR James * GOV
Sent: Wednesday, August 29, 2018 9:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: RE: Housing in layout

Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

From: BLOSSER Nik * GOV

Sent: Wednesday, August 29, 2018 7:47 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Tuesday, August 28, 2018 at 10:47 PM

To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Housing in layout

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

Vision

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Executive Summary

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Housing Policy Agenda:

Housing Stability for Children,
Veterans and the Chronically
Homeless and Increased Housing
Supply for Urban and Rural
Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 29, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across throughout the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that focus on areas where the impacts of the housing shortage are the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. One overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations which help to provide certainty in the homebuilding and rental environments.



Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by tripling the existing pipeline—up to 25,000 homes by 2023, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than white Oregonians.³

According to the 2017 Point-

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



According to the [2017 Point-in-Time count](#), 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

4. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

5. National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet is a collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Urban Oregonians are not the only people facing housing challenges. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable.

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched a "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.



Recent Accomplishments

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include¹⁷:

ONE: Increased development of affordable homes

Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource

that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Please see Attachment 2, Milestones Table for more detail.

18. Note: All three numbers include preservation as well as new homes.



THREE: Rural Housing Projects

In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald, GK Machine and the City of Donald
- Pacific City Nestucca Ridge Development
- Warm Springs Jefferson County School District
- Harney County PARTNER NAME
- Lincoln County, Proud Ground

FOUR: Supporting First-time Home-buyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a Statewide Housing Roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's agenda has four strategies that focus on areas where the impacts of the housing shortage have been the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases. The Governor supports affordable and market-rate development partners through meaningful incentives and reasonable regulations that help to provide certainty in the homebuilding and rental environments.



The Governor's Strategies Include:

ONE: Prioritize Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes¹⁹

TWO: House Oregon's Veterans

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs

THREE: Invest in Permanent Supportive Housing

Moving people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies



ONE: Prioritize Children's

Homelessness: *Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.*

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused

effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

B. Dedicate resources Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

19. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

20. OHCS estimate based on current LIFT investment experience.



C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.

E. Acquire at least 800 units in multifamily housing properties that offer rents at or

below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

21. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

22. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's Veterans: *Finish the job of ending veteran homelessness in Oregon*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a by-

name list of homeless veterans, allowing for real time data collection and detailed outcome tracking. The by-name lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

23. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.



THREE: Invest in Permanent Supportive Housing: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars



with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Creating partnerships and policy to increase Oregon's housing supply in both metropolitan and rural areas and develop economic opportunities by promoting training and apprenticeship programs for construction, particularly in rural Oregon, funding for more affordable housing, and working to recruit business to the most economically depressed parts of our state*

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.



Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

The Greater Oregon Housing Accelerator will use \$15 Million in resources and continue

leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities throughout Oregon so they will accelerate the production of more housing; facilitate business retention, expansion, and attraction efforts; and create multi-faceted value. Communities that have an employer engaged and invested in housing solutions will be matched with these funds.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make \$20 million available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.



In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce. The state will continue to lead with innovative housing options to support communities' housing needs and economic development efforts



Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 0-80% MFI, less than \$59,000 annual income Income situations: <ul style="list-style-type: none"> Full-time, minimum wage worker, 32% MFI, \$23,000 Customer service representative, 55% MFI, \$40,000 Two full-time min. wage workers, 65% MFI, \$47,000 Carpenter, 70% MFI, \$51,000 Housing context: <ul style="list-style-type: none"> 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> More permanent, affordable housing LIFT Preservation of affordable housing Individual Development Account (IDA) <i>Acquisition of “Naturally Occurring Affordable Housing”</i> <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> Income level: <ul style="list-style-type: none"> 80-120% MFI, between \$59,000 - \$88,000 annual income Income situations: <ul style="list-style-type: none"> Police Officer, 91% MFI, \$66,000 Electrician, 96% MFI, \$70,000 Housing context: <ul style="list-style-type: none"> Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at whatever price the local market is at	<ul style="list-style-type: none"> <i>Greater Oregon Housing Accelerator</i>

Attachment: Milestone Table				
Milestone	Detail			
	2015	2017	2018	2019
1. Record development of affordable homes	<ul style="list-style-type: none"> • \$40 million of bonds for LIFT <ul style="list-style-type: none"> ○ LIFT leveraged additional federal (4% Low Income Housing Tax Credit) and state resources to support the record number of housing ○ Mental Health Housing Program - \$20 million has led to the funding of 404 units with supportive services to seed OHCS's work on permanent supportive housing with OHA 	<ul style="list-style-type: none"> • \$80 million of bonds for LIFT <ul style="list-style-type: none"> ○ Expanded the LIFT program in statute to support the development of affordable homeownership • \$25 million of lottery-backed bonds for preservation for affordable housing • \$1.3 million for foreclosure avoidance • Renewed the Oregon Affordable Housing Tax Credit (OAHTC) and expanded the credit's cap to \$25 million • New Land Acquisition Program, seeded with \$2.5 million from OHCS, creates a revolving loan program to allow affordable housing developers to purchase and hold land for future development 	<ul style="list-style-type: none"> • The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium, which is approx. \$60 million more per biennium in resources. 76 percent of these resources (approx. \$68 million) will go towards the GHAP that funds both the development and preservation of safe, stable and affordable places to call home for Oregonians <ul style="list-style-type: none"> ○ In 2018, OHCS will be making approximately \$17.1 million available in GHAP resources to fund the development and preservation of affordable housing, including manufactured housing. In addition, OHCS issues GHAP Veterans funding every other year to support developments serving low-income veterans. 	

Milestone	Detail			
	2015	2017	2018	2019
2. Historic state investments in emergency housing and shelter to help the homeless		<ul style="list-style-type: none"> • \$40 million investment into the Emergency Housing Assistance (EHA) fund and State Homeless Assistance Program (SHAP), which was double the 2015-17 investment. • \$1.5 million in Lottery Funds to OHCS in support of veterans' housing and homelessness prevention in alignment with Governor Brown's commitment to end veterans' homelessness 	<ul style="list-style-type: none"> • The Governor's emergency shelter request for \$5.2 million has been dispersed throughout the state to best address unprecedented increases in need, both for shelter capacity and homeless prevention • The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium (an increase of \$60 million) in resources. 10 percent of these resources (approx. \$9million) will go towards EHA funds to assist low or very low-income Oregonians who are homeless, or at risk of becoming homeless, to acquire and sustain stable housing. This includes critical emergency rent assistance to keep Oregonians from slipping into homelessness • OHCS and ODVA worked together to develop a collaborative plan in support of ending veterans' housing and homelessness that includes building lasting infrastructure and deploying resources into permanent housing and emergency housing assistance 	

Milestone	Detail			
	2015	2017	2018	2019
3. Launched housing pilot projects supporting Oregon families, communities, and employers			<ul style="list-style-type: none"> • The five pilot projects and partners are: <ul style="list-style-type: none"> ○ Donald ○ Pacific City ○ Warm Springs ○ Harney County ○ Lincoln County 	
4. Record success for new homeowners in Oregon			<ul style="list-style-type: none"> • The Document Recording Fee increased in the 2018 session, which will provide OHCS approximately \$90 million per biennium and is approximately \$60 million more per biennium in resources. 14 percent of these resources (approximately \$13 million) will go towards the Home Ownership Assistance Program (HOAP) that provides down payment assistance, counseling and education for first-time homebuyers. HOAP funds may also be used for single family rehab and repair. OHCS recently made \$1.5 million in Veterans HOAP funds available statewide to be used for health, safety, adaptability, and habitability projects for veterans, including grab bars and wheelchair access ramps. (continued) 	

Milestone	Detail			
	2015	2017	2018	2019
4. Record success for new homeowners in Oregon (continued)			<ul style="list-style-type: none"> The increase in the Document Recording Fee led to the creation of a first-time home buyer savings account with a financial institution for the purpose of paying or reimbursing eligible costs to purchase a single family residence. 	
5. Oregon Statewide Housing Plan				<ul style="list-style-type: none"> The Statewide Housing Plan will set a data-driven, long term plan that clearly articulates the extent of Oregon's housing problem and what can be done to address it. OHCS conducted extensive outreach from communities across the state in the fall of 2017 and has collected data on housing need and existing resources. This qualitative and quantitative research is informing development of a draft Statewide Housing Plan planned for fall 2018, with a final plan to be published in early 2019.

From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: GKB language on school safety/emergency preparedness?
Date: Wednesday, August 29, 2018 2:47:11 PM

I would just pick the best four or five on all topics and send to ODE. The grant proposal (as I understand it) is wide-ranging, so they can see what works best and come back to us with that for approval.

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:41 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: GKB language on school safety/emergency preparedness?

What would you like the focus of it to be? Resiliency, Cascadia playbook, earthquake preparedness, school safety, or anything specific?

Here is a speech from [2015 Cascadia Playbook](#). [2015 School Safety Press Conference](#). [Umpqua Community College 2015 Press](#). I went through the speeches and these are the ones I could find.

Here is an EO on [gun safety](#), [disaster management framework](#).

Here is [gun safety testimony](#), [speech on gun violence](#) signing Hb4145.

[Earthquake preparedness facts](#).

--

Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:06 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Re: GKB language on school safety/emergency preparedness?

Nikki,
Can you send ODE the language from past statements and have them rework it and send back to us for review?

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 1:56 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, FISHER Nikki * GOV

<Nikki.FISHER@oregon.gov>

Subject: GKB language on school safety/emergency preparedness?

Chris and Nikki, I just talked to Marc Siegel at ODE. Someone over there is writing a grant proposal about safety and emergency preparedness in schools (for any kind of incident—shooting, earthquake, you name it) and wanted to know if we had any language about school safety.

Heidi said we should look at past language around the Task Force on School Safety, a 2016 EO on firearms, and a campus safety group we convened after UCC.

I know that in specific situations (gun violence walkouts in March) we were very thoughtful on this topic so didn't want to take the time to put anything together if we prefer not to contribute.

Chris, do you want me/Nikki to work on getting language over to ODE, either by researching historical statements, or pulling something together? They want it by EOD today. And FYI, Register-Guard is coincidentally asking about specific school safety measures (see below).

Kate

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Date: Wednesday, August 29, 2018 at 1:18 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>

Subject: FW: school safety question - exterior locks

This is unrelated to my earlier calls asking for language around school emergencies. That was for a grant request.

But, sending this along so you're in the know.



Oregon achieves . . . together!

**OREGON
DEPARTMENT OF
EDUCATION**

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: Moran, Jack <jmoran@registerguard.com>

Sent: Wednesday, August 29, 2018 11:51 AM

To: marc.siegel@state.or.us

Subject: school safety question - exterior locks

Mr. Siegel: My name is Jack Moran, and I'm a reporter with The Register-Guard in Eugene. I am pinch-hitting here this week on the ed beat, and thought I should reach out to you in regard to a story I'm working on today.

Briefly, the story is about the Springfield School District's decision to install "buzz in" entrance security systems at all of its schools.

I wonder if ODE has any responsibility/authority to make broad recommendations about school safety measures, and if so, can provide any information/statement about measures such as the one being implemented in Springfield.

Also, I wonder if ODE knows of other districts statewide that use the entrance system that Springfield is installing. I know Gladstone schools do it, but I have no idea if others do.

Sorry if these questions are unclear or aren't in your realm, but I figured it might be a good place to start. Please get back to me today if you can. Any help is appreciated.

Thank you.

Jack Moran
reporter
The Register-Guard
phone: 541-338-2373

This message may contain confidential and/or privileged information. If you are not the intended recipient or authorized to receive this for the intended recipient, you must not use, copy, disclose or take any action based on this message or any information herein. If you have received this message in error, please advise the sender immediately by sending a reply e-mail and delete this message. Thank you for your cooperation.

From: [KONDAYEN Kate * GOV](#)
To: [BLOSSER Nik * GOV](#); [LABAR James * GOV](#); [PAIR Chris * GOV](#)
Cc: [KORESKEI Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 2:48:38 PM

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To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
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After this and getting items 5 and 6 from James I think we are good. I would like to have the Governor take one last look at the final, if possible.

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503-373-1565

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Rationale:

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9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

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1. Put into layout (attached)
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3. Make the call about checking with any external stakeholders
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- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let's make a final call on this after seeing it in layout.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
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Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

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Date: Wednesday, August 29, 2018 at 10:05 AM
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This thing is looking good. Thanks to all.

Thanks,

James

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Thanks,

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Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown

O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

From: [BLOSSER Nik * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 2:51:20 PM

Thanks – call if you have questions.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:48 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
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Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

From: [TATE Ben - ELD](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#); [KORESKE Debbie * GOV](#)
Cc: [MANDELL David P - ELD](#); [TAYLOR Dawn - ELD](#); [CALDERON Miriam - ELD](#); [CRAGER Rick - ODE](#)
Subject: RE: ELD Eboard Letter
Date: Wednesday, August 29, 2018 2:51:41 PM
Attachments: [ODEDHSChildCareLimitationv6.docx](#)

Hello All,

Attached is the new version of the letter with the edits I mentioned. Please let me know if you have any questions or concerns,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ ben.tate@state.or.us

fb.me/OREarlyLearning

From: TATE Ben - ELD

Sent: Wednesday, August 29, 2018 1:43 PM

To: BHATT Pooja * GOV <Pooja.BHATT@state.or.us>; CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@state.or.us>; KORESKE Debbie * GOV <Debbie.KORESKE@state.or.us>

Cc: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>; MANDELL David P - ELD <david.p.mandell@ode.state.or.us>; TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CRAGER Rick - ODE <rick.crager@ode.state.or.us>

Subject: ELD Eboard Letter

Hello,

Miriam asked me to send you our revised Eboard letter based on the conversation on Monday. [REDACTED]

[REDACTED]
[REDACTED] I wanted to get this out to you now to allow time for review.

Please let us know if you have any changes. Rick and company are ready to finalize and submit today at 5pm.

Thanks,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ ben.tate@state.or.us

fb.me/OREarlyLearning



Oregon
Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

August 29, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD) and the Department of Human Services (DHS) respectfully request increases to their respective agency budget limitations due to additional funding allocated by the U.S. Department of Health and Human Service for the Child Care Development Block Grant (CCDBG).

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Child Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018.

Oregon's share of these new federal funds is \$25,600,808 for FY 2018 and FY 2019. The federal award letter, received first on May 1, 2018 indicates that FY 2018 Federal Funds must be obligated by September 30, 2019 and liquidated by September 30, 2020.

The ELD and DHS co-convened a workgroup with key stakeholders to review how best to utilize these funds. The plan is to use 65% of the funding to better support low-income families with a particular focus on families with infants and toddlers to have more access to quality and affordable child care. The workgroup recognized the importance of professional learning of the early learning workforce along with some of the additional cost associated with new federal requirements and recommended that 22% of the funds be used to directly support child care providers. The remaining 13% of the funds would be used to strengthen the Office of Child Care to have a more consistent presence in child care facilities to improve the health and safety of child care facilities and provide needed technical assistance to better meet the needs of children. This staffing request reduces caseloads from 1:138 to 1:108 and provides the necessary supervision along with targeted technical assistance for licensing specialists own professional learning.

The workgroup included advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee) to advise both agencies on the

strategic use of these additional dollars for Oregon's child care system. Over the summer, a subcommittee of the Governor's Children's Cabinet also met, focusing on changes to the child care system that could improve access to services for families and providers with these additional resources.

The groups identified priorities related to addressing the shortage of infant and toddler care, assisting providers in covering costs associated with new federal health and safety regulations, expanding access to community-based training and technical assistance for the child care workforce, and ensuring low-income families can access and afford high-quality child care that meets their needs. In addition, they supported recommendations to improve ELD Capacity in order to strengthen the licensing system.

To effectively move forward in carrying out the priorities established by the Governor's Children's Cabinet, both ODE and DHS require increases to their respective budgetary limitation for use of these federal resources. The requested limitation is to allow the agencies to begin using these funds for the identified priorities.

- ODE ELD request an increase of \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).
- DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Agency Action

Oregon Department of Education – Early Learning Division

The Oregon Department of Education, through its Early Learning Division, requires an additional \$21,997,901 in Federal Funds limitation and 7.20 FTE to accomplish the following:

For Families: Pilot a new approach to building a supply of affordable, sustainable, high-quality infant and toddler care: ELD will requests \$3,497,434 in Federal Funds limitation and 0.99 FTE (3 limited duration positions) to begin a pilot of contracted slots for child care providers to serve infants and toddlers in low-income families. Provider reimbursements will more closely align to the actual costs of providing high quality care, and the ELD will target funds for contracted slots to communities where there is a dearth of infant or toddler care.

For Providers: Enhance direct supports for providers to support high-quality care: ELD requests \$5,585,650 in Federal Funds limitation to make resources available to licensed providers to help subsidize their costs associated with meeting new licensing regulations (e.g., background checks, training, equipment), and increase investments in the professional learning system for the child care workforce.

Commented [WDA-E1]: Need to add in legal authority to contract for I/T

ELD Capacity: Strengthen the child care licensing program to ensure the health and safety of children in care, support providers to successfully meet licensing requirements, and ensure adequate supports for the early learning workforce to increase high quality care: ELD requests \$2,230,341 in Federal Funds limitation to increase staffing by 6.21 FTE (21 limited duration positions) in the Office of Child Care (OCC) resulting in licensing caseloads that are closer to industry standards, and greater capacity in the legal and compliance unit.

Oregon Department of Human Services

For Families: With Federal Funds transferred from ODE, DHS is requesting Other Funds limitation of \$10,684,476. As mentioned above, DHS has been working for the past several months with a subcommittee of the Governor's Children's Cabinet and a separate, but overlapping stakeholder group to collaboratively construct recommendations for the use of the additional funds. Recommendations are not yet available from these groups, but DHS anticipates being able to present the options in person during legislative hearings considering this request.

Based on the discussions with the stakeholder groups, DHS action will center the additional funding around DHS Child Care Program enhancements that improve access to child care for parents and providers that do not result in DHS system changes.

Action Requested

Oregon Department of Education

ODE ELD request an increase in \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).

Oregon Department of Human Services

DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Legislation Affected

Oregon Department of Education: Section 4(1) Chapter 590, Oregon Laws (2017)
 Section 5(1) Chapter 590, Oregon Laws (2017)

Oregon Department of Human Services Section 2(2) Chapter 597, Oregon Laws (2017)

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
August 27, 2018
Page 4 of 3

Sincerely,

Colt Gill
Deputy Superintendent of
Public Instruction

Miriam Calderon
Early Learning System
Director

Fariborz Pakseresht
Department of Human
Services Director

From: [BLOSSER Nik * GOV](#)
To: [LEE Bill D * DAS](#); [LESLIE Berri * GOV](#)
Cc: [CAMPOS Shelby * GOV](#); [ZEJDLIK Gina * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: Budget Narratives for our ARB budget binders due 8/31/18
Date: Wednesday, August 29, 2018 2:52:35 PM

I want to update proposed KPMs for next time. We should discuss the best way to do this – it can wait but if now is the time I can work on this.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: LEE Bill D * DAS <Bill.D.LEE@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:02 AM
To: Berri Leslie <Berri.Leslie@oregon.gov>
Cc: CAMPOS Shelby * GOV <Shelby.CAMPOS@oregon.gov>, ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Budget Narratives for our ARB budget binders due 8/31/18

Hi Berri,

Thanks - I took the pop narratives and dropped them in attached draft ARB budget narratives. Attached is the final copy from our 17-19 LAB – if this helps.

1. Attached are the Draft budget narratives for 19-21 – Governor's Vision – should be reviewed – as well as the narrative section that starts with Administration (the different policy areas – is this still correct? – I have colored them in green)
2. Also please check the Affirmative Action Statement – Serena updated this the last time through – is this still correct? (again in green)
3. I have updated the charts and the graphs and all of the numbers.
4. Shelby has updated the org charts and I have reviewed them to match to our LAB for 17-19 and 19-21. Still working on final fit to page.
5. Reduction exercise is included that was approved
6. Essential Packages are complete – numbers and data has been checked
7. POPS are included with Nik edits
8. I have the KPM report through last December and I will drop that in as well – what we have done in the past. As the report is updated this December we will drop that version in for the GB narratives.

The plan is when we are done with the word document – I can then convert to PDF and add the final reports, KPM reports, final page alignment and the legislative bills reports. The report is due 8/31/18.

Please let me know if you have questions. Thanks

BILL LEE

Senior Fiscal Analyst – Client Agencies

503 373-0318

Department of Administrative Services - EGS

Shared Financial Services

Bill.D.Lee@oregon.gov



From: LESLIE Berri * GOV

Sent: Wednesday, August 29, 2018 6:47 AM

To: LEE Bill D * DAS <Bill.D.LEE@oregon.gov>

Cc: CAMPOS Shelby * GOV <Shelby.CAMPOS@oregon.gov>; ZEJDLIK Gina * GOV <Gina.ZEJDLIK@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Subject: Budget Documents

Hi Bill –

Here are the four POP narratives. These include edits from Nik. I know there are other budget documents out there you need us to complete. Would you please send us an email with a list of what else you need and the deadlines by when you need them? I know you've done this before so thank you for doing it again.

Thanks!

Berri Leslie

Deputy Chief of Staff

Office of Governor Kate Brown

Berri.Leslie@oregon.gov

For scheduling please contact my assistant:

Sheril Arroyo

503-373-1686

Sheril.Arroyo@oregon.gov

From: [LESLIE Berri * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: White Paper
Date: Wednesday, August 29, 2018 2:57:11 PM
Attachments: [White Paper - 5 year plan for Oregons Vulnerable Families V182610pm.docx](#)

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

Addressing Root Causes: A 5-Year Plan for Oregon's Vulnerable Kids
Last Updated: 9:10pm on 8/28

Vision and goal

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

Breaking the cycle of poverty is our greatest hope to accomplishing that goal, and we will do it by focusing on the root causes of poverty. Education, affordable housing, quality child care and health supports like parenting education, family and home support, and behavioral health treatment are the foundations for stable and attached families. By providing our young families with these building blocks, we can keep them from falling into the cycle of poverty or lend them a hand as they work hard to climb out.

This is Governor Brown's five-year plan for helping families reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

Background

In the United States today, poverty is inextricably linked with geography and race. Those three factors are fortune tellers of a child's future. Despite the hard work and best intentions of many people to help children and families and many costly interventions, we have failed to change the trajectory of these children and families, resulting in a failed foster care system, increased health care costs, higher crime, and homelessness.

Families across the United States who pay more than 30 percent of their income for housing are considered cost burdened and may have difficulty affording necessities such as food, clothing, transportation and medical care. An estimated 12 million renter and homeowner households now pay more than 50 percent of their annual incomes for housing. A family with one full-time worker earning the minimum wage cannot afford the local fair-market rent for a two-bedroom apartment anywhere in the United States.

In addition, there is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 percent and 50 percent of the prison population grew up in families in the bottom quintile of income

distribution.¹ And in 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households. (Looney, 2018). Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon’s total population.²

Additionally, children from families experiencing poverty are more likely to be neglected and abused. Data from the Study of Child Abuse and Neglect (<https://www.childwelfare.gov/topics/systemwide/statistics/nis/>) shows that poverty is a reliable predictor of maltreatment-especially neglect. That study found that children from families with low incomes were more than three times as likely to be abused and about seven times as likely to be neglected. In Oregon, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. Parental substance use disorders are involved with nearly three quarters of all foster care placements. (Estimate is derived from a 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul). For complete details about Governor Brown’s plan for foster care, go to: <http://www.....>

Despite an improving economy, more and more Oregon children are experiencing poverty and homelessness. In 2017, Oregon had the second-highest rate of unsheltered homelessness among people in households with children in the U.S.³ The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members, sometimes in dangerous and unhealthy conditions. In some counties, more than 10 percent of students are experiencing a form of homelessness.⁴ Families with children under five are twice as likely to experience poverty – families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.⁵

These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon’s African American population lives in poverty, compared with 11 percent

¹ Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

² Oregon Youth Authority Quick Facts. January 2018

³ Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources

⁵ The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

of non-Hispanic white Oregonians, according to the Oregon Business Council's Poverty Report. While 62 percent of all Oregonians are homeowners, just 30.5 percent of African-Americans and 42 percent of Hispanics and Native Americans own their homes.⁶

Across counties, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.⁷ Parts of rural Oregon also experience housing costs that can be 30 percent higher than other parts of Oregon.

The high incidences of poverty, homelessness, and rising housing costs mean many of these families cannot access preschool or child care, in order to get their children off to a strong start, Oregon's state preschool programs (Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education) reach less than 30 percent of eligible children and families. And according to the 2017 Childcare Aware report, Oregon has the fourth least-affordable child care in the country. Consider these barriers to early care and education:

- Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.⁸
- Children from families with the lowest incomes have the most limited child care choices and are least likely to be able to access high-quality care.
- For a family making a median income and with just one infant in care, child care, housing and food costs are nearly 70 percent of the monthly household budget.
- Thirty-one percent of *all* renter household families with children under five are spending more than half of their incomes on rent – considered severely housing cost-burdened.
- For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that families have little or no cushion for basic necessities. As a result, families are just one minor financial emergency away from losing their homes.

Best practices

We already know that education, stable housing, jobs, livingwages, food security, access to health care and affordable and safe child care are the building blocks for families to thrive. Evidence and data show us that when families have better access to these supports they are more likely to build opportunities for themselves and their children.

Early care and education: Children who participate in high-quality child care programs during their early years demonstrate lasting effects on IQ, boosted academic and economic achievement, and lower incidences of childhood obesity and chronic illness. (Childwatch) For example:

- Children living in higher-quality housing have higher kindergarten readiness scores⁹.
- Young children who do not experience homelessness have a significantly lower risk of negative health outcomes and developmental delays.

⁶ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁷ The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

⁸ None provided

⁹ None provided

- Research attributes up to 50 percent of the school readiness gap to differences in parenting¹⁰.
- Parenting style accounts for 19 percent of the gap in mathematics, 21 percent of the gap in literacy, and 33 percent of the gap in language.
- Investment in high-quality early childhood education from birth to age five is estimated to have a 13 percent return on investment with the greatest gains seen from programs that begin early at or before birth.

Access to health care: Medicaid is among the most effective antipoverty programs. Medicaid reduced the national poverty measure by 3.8 percentage points. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits. (Georgetown 2018). Medicaid is particularly important for people of color. It reduced the poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.

A multi-disciplinary approach

Rebuilding the middle class and providing hope to Oregon families is why Governor Brown convened her Children’s Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet has also worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

This coordinated and collaborative approach was one of the two consensus conclusions of the Poverty Workgroup convened by the Chief Education Office (CEdO) in 2015: “Cross-sector anti-poverty approaches that include different agencies like Department of Human Services (DHS), Oregon Housing and Community Services (OHCS), and Oregon Health Authority (OHA) and regional initiatives like Coordinated Care Organizations, Early Learning Hubs, and Regional Achievement Collaboratives will be most effective at raising educational attainment and eliminating barriers for students from families in poverty.” Furthermore, regional and local community leaders can engage in ongoing professional learning opportunities that help set the foundation for sharing, aligning, and improving the collective efficacy in serving children and families in poverty and helping them navigate the often overlapping health, social service, and education systems.¹¹

Further, Oregon’s experience with the development and implementation of Coordinated Care Organizations (CCOs) demonstrates that it is possible to provide adequate health care access, improve population health, while also slowing the growth of health care spending. This innovative approach of state and federal governments setting clear and measurable outcome

¹⁰ Finders, J. K., Díaz, G., Geldhof, G. J., Sektnan, M., & Rennekamp, D. (2016). The impact of parenting education on parent and child behaviors: Moderators by income and ethnicity. *Children and youth services review*, 71, 199-209

¹¹ Oregon Chief Education Office (2017). Practices to Improve the Achievement of Students in Poverty. House Bill 4057 (2016) Legislative Report

metrics while also allowing greater flexibility in funding streams allowed local communities to better coordinate services and achieve the “triple aim” of Oregon’s nationally recognized health care model. In the future, the Children’s Cabinet will explore applying this approach to the social and educational services for children and their families.

Plan

We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to rebuild the middle class and create opportunities that build on themselves we need to make deeper investments in early care and education, health supports, and housing for families.

I. INVEST IN HEALTHY FAMILIES:

- Continue providing quality, affordable health care to all Oregon children under 300 percent of the poverty line through Medicaid and the Children’s Health Insurance Program (CHIP).
- Increase access to evidence-based addiction and recovery support services for families with young children, including a two generation approach to treatment.
- Implement the Healthy Connects universal home visiting program over the next three biennia to provide support to new parents and put them on a path to success early.
- Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships.
- Increase access to behavioral health services for children and families, particularly in rural Oregon.
- Expand the continuum of behavioral health services to include early intervention and prevention.
- Increase access to nutritional food sources and improve food security.
- Provide supplemental health screening for children.
- Provide child care and transportation supports during transition to healthy families.

II. INCREASE QUALITY, AFFORDABLE CHILD CARE:

- Implement a “baby promise” program to create access to infant and toddler child care for parents who are working across Oregon and with varying schedules.
- Increase child care subsidies for low-income families so they can continue to work knowing their children are safe in care.
- Increase funding to support children with disabilities who need increased access to child care and supports that meet their special needs.
- Support business, education development, and incentives among Oregon’s child care provider community to increase the stability and growth of child care access.

III. EXPAND QUALITY PRESCHOOL TO ALL VULNERABLE KIDS:

- Expand access to preschool programs across the state, especially to children living in low-income households, dual language learners, and children of color.
- Ensure that preschool programming is of sufficient quality to advance children’s learning and development.

- Student loan repayment program for childcare workers (similar to rural medical repayment or the AmeriCorps education award – could be designated for rural communities, communities of color, or high-poverty communities)
- Support the existing preschool workforce, maintain and improve upon its cultural and linguistic diversity, and continue to improve compensation through the creation of degree pathways from the AA to BA level that include financial support, as well as supports needed to work full-time and complete a degree. In addition, we must ensure that instructional leaders within programs understand early childhood best practices and support teachers in implementation within the classroom.

IV. END CHILDREN’S HOMELESSNESS

- A. Develop 2,200 - 2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.¹²
- B. Dedicate General Fund to address Oregon’s homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon’s Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown’s Children’s Cabinet, in conjunction with OHCS and the Department of Human Services’s Family Self Sufficiency agency, is encouraging interagency partnerships and coordination to support a **\$20 million** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.¹³
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the “Acquisition of Naturally Occurring Affordable Housing Investment” fund.¹⁴

¹² OHCS estimate based on current LIFT investment experience.

¹³ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

¹⁴ OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

- F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

V. HELP PARENTS GET A BETTER JOB TO SUPPORT THEIR FAMILIES

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

Implementation

On Sept. 4, the Governor's Children's Cabinet will be making their final recommendations about how to close the gaps in child care, housing, early learning and health care. These proposals will include evidence-based solutions, the cost to implement the solutions, metrics to evaluate effectiveness and an implementation timeline.

Author

Name: Berri Leslie

Title: Deputy Chief of Staff

Email: berri.leslie@oregon.gov

Phone: 503-881-2427

Other contributors: Kate Kondayen, Shalee Hodgson, Pooja Bhatt

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: When you get back to computer tonight...
Date: Wednesday, August 29, 2018 3:00:08 PM

Please drop Century Gothic and Century Gothic Bold font packages. Hopefully then I'll be able to link everything and can process final PDFs.

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: When you get back to computer tonight...
Date: Wednesday, August 29, 2018 3:02:15 PM

Connect to adobe cloud and typekit will activate. The fonts are pulled from there.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 29, 2018, at 3:00 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Please drop Century Gothic and Century Gothic Bold font packages. Hopefully then I'll be able to link everything and can process final PDFs.

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Gov. Brown's education plan
Date: Wednesday, August 29, 2018 3:02:41 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)

Adding Lisa in for input on that question, as I know Lindsey is in Denver.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:34 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Subject: Re: Gov. Brown's education plan

These look great. Notes:

The revenue forecast isn't particularly helpful, since the kicker sweeps up any significant gain. So let's stay out of that.

I've removed the reference to the student success committee, since Helen doesn't believe that they were formed to contribute to the revenue conversation. We don't gain anything by going down that road.

The last question looks right. But, can we had something about how the Chief Ed Office or ODE will be tracking these metrics? Need to give a window into the logistics (as well as the metrics) of how districts will be held accountable.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:24 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Subject: FW: Gov. Brown's education plan

Hi all,

Please see Helen's inquiries and my draft responses below.

Thanks,
Kate

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 1:56 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

Email is fine to start with, but I hope you'll be available by phone for clarification if need be.

How will the governor pay for her proposals? Does she have an estimate on what class-size reductions or the increased preschool investment will cost?

Similar to how she handled the transportation package, the Governor is approaching funding for her education agenda just as she has with other issues that affect all Oregonians—through a consensus-driven process that brings involved stakeholders together to work collaboratively on a viable solution. Specific funding needs and streams will be outlined in her budget.

Will the governor seek significant changes to pension or health care benefits in order to pay for this investment?

~~Specific funding streams will be outlined in her budget after working through the options with groups like the Student Success Committee.~~ Governor Brown believes that balancing the budget on the backs of our teachers and cutting their retirement is the wrong approach, and we know that lowering health benefits doesn't provide cost-savings, as it drives up emergency health costs. Teachers work very hard every day to serve our children in incredibly demanding jobs, and investing in our classrooms means investing in them.

What convinced her to fully fund Measure 98 now? Why did she recommend less than half the funding that the measure called for in the last biennium?

The Governor has always supported Measure 98, and the budget is in good enough shape that she can make significant changes.

What outcomes will the state track in order to measure whether school districts are making gains?

Education outcomes are tied to health, criminal justice, and economic gains, and the real aim is to enable more Oregonians to thrive. But there are many metrics of success in the agenda, so you may want to look at specific strategies and see what outcomes are listed there. The Governor's measurable education goal is to increase the graduation rate to 90 percent within 4 years.



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726
Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 1:31 PM
To: Helen Jung <hjung@oregonian.com>
Subject: Re: Gov. Brown's education plan

Phone isn't going to work this afternoon, but I am more than happy to help get you info. What questions are top of mind for you?

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 1:26 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

I did read through it extensively, but I think a phone call would be easiest. Do you have time for a chat?



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 1:16 PM
To: Helen Jung <hjung@oregonian.com>
Subject: Re: Gov. Brown's education plan

Hi Helen,

Sorry for delay in getting back to you, I was in a meeting. If you haven't already, would you take a

deep dive on the [agenda itself](#) and shoot me over your most high-level questions?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 11:24 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Thanks, Chris.

Hi Kate,

Do you have time for a call today about some of the details in the education plan? Thanks,
Helen



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 11:21 AM
To: Helen Jung <hjung@oregonian.com>, Christian Gaston
<christian@katebrownfororegon.com>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Hi Helen,

Please refer any questions regarding the Governor's agenda itself to Kate Kondayen and I. Please refer any comparisons to Knute Buehler's positions on education or any other campaign related questions to Christian.

Thanks,
Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 10:44 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Christian Gaston <christian@katebrownfororegon.com>
Subject: Gov. Brown's education plan

Hi Chris and Christian,
I have a few questions about the governor's plan for education. Can you direct me to the best contact on this?
Thanks,
Helen



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung



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From: [LESLIE Berri * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: Friday phone call with Nik Blosser & Berri Leslie
Date: Wednesday, August 29, 2018 3:09:41 PM
Attachments: [Preschool outline v5 82718.pdf](#)
[White Paper - 5 year plan for Oregons Vulnerable Families V182610pm.docx](#)

Nik – any objection to my sending this email out today?

Mr. Wyatt,

Thank you for taking time Friday to talk with Nik and me about the Governor's vision for early care and education. During the past 18-months the Governor has convened a work group called the Children's Cabinet made up of state agency leaders, stakeholders and early learning experts around a discussion about how we can improve availability and access to affordable high quality child care in Oregon. This group has developed a set of recommendations to work toward that goal and we would really value your feedback about some of these ideas given that KinderCare provides care to more than 160,000 children. We think your feedback around these solutions while we're in the development phase would be really valuable.

I'm confident you don't have extra time to read through our policy documents but I've attached two documents that will help to frame our conversation on Friday in the event that you can quickly review or read related pages. These include a DRAFT policy statement that isn't just about early care and education but about the Governor's plan for Oregon's most vulnerable kids and families. On page 5 and 6 you will see two sets of policy strategies that will be of particular interest to you. Those involving child care and preschool. I've also attached a DRAFT preschool policy proposal that outlines some strategies for improving both access, quality and opportunities to develop the preschool workforce. Both of these are DRAFT but as I mentioned we wanted your feedback while we're still in the development phase so please forgive the imperfect nature of these documents.

We'd be delighted with any feedback you have to share but specifically around whether you think these strategies would be solutions toward challenges you experience with your customers or within your organization around cost, workforce, access, quality, etc.

Thank you in advance for your time.

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

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PROPOSED QUALITY PRESCHOOL POLICY

Updated: 8/25/2018

Policy Goal

By 2025, all 3- and 4-year-old children in low-income families and with developmental disabilities will have access to high-quality preschool with a focus on children and families furthest from opportunities, including children of color and children in rural geographies.

Outcomes of Policy Implementation

The opportunity gap begins at birth, and lack of access to high-quality early care and education is correlated with socioeconomic status and race. The expansion of existing state preschool programs (i.e., Early Childhood Special Education, Oregon Prekindergarten, and Preschool Promise) to reach target populations is a policy based in equity, intended to increase access to high-quality early care and education and ensure more children in Oregon enter kindergarten with the tools to succeed.

We can expect that children who have completed a high-quality preschool program:

- Live in families with decreased economic and parenting-related stress
- Begin school ready to succeed and to be proficient in key skills in 3rd grade
- Require less special education services
- For Dual language learners, develop language and literacy skills in their home language and English
- Complete each grade level successfully and graduate from high school
- Earn higher wages upon entry into the workforce

2019-21 Biennium

In 2019-21, we will:

- **Invest in improving the alignment of Oregon's three state preschool programs**, as defined by the elements in the following matrix – including ensuring strong culturally-responsive services, partnerships between preschool programs and local organizations, and a greater amount of school-day OPK (*1/3 of classrooms will be converted to duration*)
- **Expand access to all state preschool programs** to reach the entire target population across three biennia. In the next two years, we will reach at least 1/3 of the 30,000 3- and 4-year olds who are eligible for, but do not receive, high-quality preschool, as well as reach adequate service levels for children in Early Childhood Special Education (ECSE). This increase in access will be achieved by providing additional funding statewide for OPK, Preschool Promise, and ECSE services and infrastructure

To implement this expansion, Early Learning Hubs will develop master plans with local partners for preschool expansion, working to identify assets in their communities, coordinate enrollment and ensure access to priority populations first.

The state will fund programs to meet the quality standards included in the matrix below, build its infrastructure to ensure preschool is of sufficient quality to improve child outcomes, including improving upon professional learning supports and state agency capacity to expand preschool.

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Elements of Oregon's High-Quality Preschool Programs

The following matrix indicates the elements of quality preschool policy and implementation. The goal is to support an aligned preschool system that meets the following standards, which are based on existing standards across existing preschool programs, which are based on research regarding preschool program evaluation and the science of brain development:

Category	Quality Standards/Processes	Notes and Probing Questions
Expansion and Priority Populations		
<i>Expansion Planning</i>	<p>Hubs will work with local partners with expertise in serving young children from priority populations and their families (e.g., Local Education Agencies, Child Care Resource and Referral Agencies, CCOs, Public Health partners) to create plans to inform expansion of preschool within their regions.</p> <p>This planning process will give communities a year to plan for expansion and include:</p> <ul style="list-style-type: none"> • using data to identify other specific populations within the priority populations of children/families (e.g., age priority, dual language learners, children experiencing toxic stress/trauma) and • identification of provider organizations to create a mixed-delivery system (e.g., public, private or nonprofit orgs/providers, or partnerships between) to apply for funding for preschool expansion slots to ELD • identification of capacity strengths and barriers within communities, such as program readiness, facilities, workforce <p>ELD will seek additional feedback from tribal nations to design government to government relationship for expansion planning within nine federally recognized tribes</p>	<p><i>Policy Option Package (POP):</i> Add data and coordination capacity to Hubs, fund a regional planning process that is coordinated with local partners (e.g., CCOs, Public Health Depts, Head Start, Child Care Resource & Referral Networks); <i>POP also contains a modest amount of resources for minor facilities improvements and start-up costs</i></p> <p><i>Facilities have emerged as a major concern for multiple stakeholders – K-12, Hubs, CCR&Rs. How do we address this or talk about this when we are discussing preschool policy? Policy suggestions have included community match/bonds</i></p>
<i>Child and Family Eligibility/Selection Priority</i>	<p>The preschool system will serve children based on income, category, and geography. Eligible children are defined as follows:</p> <ul style="list-style-type: none"> • Children living in families at or below 200% of Federal Poverty Level; • children w/ developmental delays and disabilities; • categorically eligible children aligned to Head Start: foster care, homeless children, children receiving SSI; 	<p>Individual programs will maintain current eligibility criteria, with support to blend and layer funding to serve children in integrated classrooms:</p> <ul style="list-style-type: none"> • OPK will continue serving children up to 130%, as well as categorically eligible populations (e.g., families in TANF, children with disabilities, children receiving SSI) • Preschool Promise will continue to serve children up to 200% and children with developmental delays and disabilities

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Category	Quality Standards/Processes	Notes and Probing Questions
	<p>Communities will have the flexibility serve children based on other factors, such as:</p> <ul style="list-style-type: none"> low-income dual language learners low-income children experiencing toxic stress/trauma children of color in low-income families non-income eligible children that reside within areas of concentrated poverty (e.g., zip codes where the majority of families live in or near the poverty line, a catchment area that meets the Title I “whole school” definition) 	<ul style="list-style-type: none"> ECSE will maintain current eligibility thresholds Title I “whole school” definition: areas with 40% or more children meeting income eligibility thresholds within the same school catchment areas used for Title I can utilize funding to serve all children)
Provider Quality		
<i>Provider Eligibility</i>	<p>Mixed-delivery: public, non-profit, private organizations/providers, or partnerships among these entities that demonstrate an ability to provide a high-quality preschool program, including child care centers, family child care, community-based organizations, and public schools</p> <p>Set-aside fund for providers serving children from Oregon’s federally-recognized tribes</p> <p>Baseline for eligibility is participation in Spark including through alternative pathway</p>	<p>POP: <i>Resources for Spark to finance a system of standards that builds program quality to meet preschool standards</i></p> <p>Working on a pathway for public schools to meet the intent of licensing standards through an alternative approach to identifying standards</p> <p>Programs will need support to be ready to implement high-quality programs through technical assistance, which requires resources for Spark</p>
<i>Ratio and Class Size</i>	<p>Maximum 1:10 teacher-child ratio, with maximum class size of 20; encourage class sizes of 18 or below</p> <p>Programs may apply for an exception</p> <p>Allow for differentiated ratio to be responsive to needs of children with Individual Family Services Plans (IFSP), including encouraging blending funding for ECSE to support additional staff</p>	<p>Important to note the disparity between this quality standard and the fact that there are no ratio requirements for kindergarten?</p>
<i>Dosage</i>	<p>School-day (6 hours, 5 days/week), School-year (9-10 months) at least 900 hours annually</p> <p>Aligns to OPK/Head Start requirement when possible (1020 instructional hours annually)</p> <p>P-3 Alignment: Aligns to school year and school day in districts offering 5 days/week</p> <p>Programs may apply for an exception</p>	<p>Need to address adequate staffing/staffing availability in all regions;</p> <p>Conversion to school-day for OPK and for some schools creates facilities challenges; hours challenges – federal definition of school-day/school-year is 1020 hours</p>
High-quality Educators		

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Category	Quality Standards/Processes	Notes and Probing Questions
<i>Qualified Teachers</i>	<p>Lead classroom teachers with/working towards a BA in early childhood or equivalent;</p> <p>Assistant teachers with/working towards an AA in early childhood or equivalent;</p> <p>Individualized Professional Learning Plans for all staff;</p> <p>Incentives and support for bilingual teachers</p> <p>P-3 Alignment: similar qualifications as Districts, similar goal around diverse workforce</p>	<p>POP: HECC Policy Option Package -resources for capacity to offer programs designed for current educators for 2- and 4-year colleges and scholarships for current early childhood educators</p> <p>Connection to Educator Advancement Council goals around diverse, qualified workforce</p>
<i>Compensation</i>	<p>Parity with K-12 Educators for all preschool educators in the aligned system</p> <p>P-3 Alignment: Follow collective bargaining agreement of District, including salary schedules</p>	<p>Oregon Prekindergarten/Head Start does not currently require salary parity; Oregon Head Start Association has made this one of its top legislative priorities</p> <p>Preschool Promise has this requirement, but had to issue numerous waivers for teacher compensation;</p> <p>ECSE educators' salaries align to district salary scales</p>
<i>Knowledgeable Leaders</i>	<p>Instructional leaders (e.g., principals, child care directors) participate in shared, ongoing professional learning and technical assistance to support knowledge of best practice in early childhood</p> <p>P-3 Alignment: Builds on K-12 strategies for principal professional learning</p>	<p>POP: Additional funding for KPI to establish more robust shared professional development and recognition of best practice in PK/K to be funded through EAC</p>
<i>Professional Learning</i>	<p>Job-embedded professional learning (e.g., coaching) for every teacher in Preschool Promise, OPK, and ECSE educators where there is blended funding;</p> <p>Ongoing professional learning that supports early learning educators in obtaining their BA or AA degrees;</p> <p>professional learning that supports educators to increase culturally-responsive practices</p> <p>P-3 Alignment: Connected to EAC regional networks for professional learning; connects early learning and K-12 PL supports</p>	<p>POP: Preschool POP includes enhanced funding for professional learning supports, as well as establishing job-embedded coaching</p> <p>Design and implement coaching for Preschool Promise and OPK programs – are there necessary enhancements to this support for Early Childhood Special Education?</p> <p>How can additional funding enhance existing supports, e.g., Districts and Head Starts that may already employ coaches</p>
<i>Supporting All Children to Learn and Develop</i>		

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Category	Quality Standards/Processes	Notes and Probing Questions
<i>Curriculum and Assessment</i>	<p>Curriculum aligned to the OR Early Learning Standards</p> <p>Formative assessment that is utilized to inform instruction</p> <p>Curriculum and assessment practices are culturally-responsive</p> <p>Curriculum supports children's development of a positive racial identity</p> <p>P-3 Alignment: Select and implement similar formative assessment and curriculum practices tied to aligned standards</p>	<p>POPs: Additional funding in Spark POP to support programs to begin to meet this expectation, additional funding in Preschool POP to support this work through coaching</p> <p>Coaching system will support programs in meeting this standard (in ELD POP referenced above)</p> <p>Partner with culturally-specific organizations to support training of educators</p> <p>State adoption of anti-bias standards and related educator competencies</p>
<i>Language Support for Children</i>	<p>All programs support dual language learners (DLLs) to maintain and develop their home/native language, recognizing the cognitive and social/emotional benefits of learning multiple languages, and goals of native language preservation</p> <p>Programs implement research-based instructional practices appropriate to their dual language learner population, support families to develop the home/native language, and provide educators with professional learning focused on best practices with DLLs</p> <p>Programs forge community partnerships and identify resources to ensure families and children have options to maintain and develop home/native language;</p> <p>P-3 alignment: Ensure continuity and alignment pre-k through 3rd grade – instructional models, K transitions, appropriate assessment at K entry, and family engagement practices</p>	<p>POP: Fund to support culturally-specific services and practices across the state</p> <p>How to ensure appropriate assessment approaches and measures for young DLLs, beginning with OKA (research is clear that DLLs must be assessed in home/native language and English)</p> <p>How to ensure LEAs and preschool providers develop and implemented aligned language and literacy approaches pre-k thru early grades, including shared, explicit goals for home/native language and English language development (aligned to standards)?</p>
<i>Inclusion</i>	<p>Ensure that children with developmental delays/disabilities in ECSE or special education services are provided in the classroom when appropriate</p> <p>Begin promoting the aligning and leveraging of all preschool funding, including ECSE funding to support services required in IFSP for children in Preschool Promise and OPK, including working with a select number of schools or ESDs to establish demonstration sites for best practice</p> <p>Policies to prevent suspension and expulsion</p> <p>P-3 Alignment: Alignment of policies dealing with exclusion around development delays and disabilities</p>	<p>POP: ODE POP to get to adequate service levels for EI/ECSE</p> <p>Examples of potential practices to promote: additional staff funded with ECSE dollars to lower ratios in inclusive classrooms; Preschool Promise programs requiring ECSE qualifications in classrooms with a large proportion of identified children</p>

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Category	Quality Standards/Processes	Notes and Probing Questions
<i>Transitions to K</i>	<p>All preschool programs support transitions to kindergarten for children and families through transition plans</p> <p>Hubs connect preschool providers to best practice in transitions through KPI</p> <p>P-3 Alignment: Preschool programs and K-12 systems required to complete joint transition plans</p>	<p>POP: Expand PK/K Centers of Excellence to recognize best practice in P-3 alignment, would include transitions</p> <p>KPI supports K transitions, with broader support for preschool, more KPI money can go toward explicitly transition-related supports</p> <p>Lack of data systems make it difficult for sharing of information across systems and grades – e.g., screening and assessment data, previous experience of child</p>
<i>Family Support and Engagement</i>	<p>Early Learning hubs will engage families in the development of regional master plans, including to identify priorities and needs around family engagement and supports</p> <p>Connect enrolled families to comprehensive services; required family engagement/involvement that is culturally-responsive for target populations</p> <p>Transportation provided for families where necessary</p> <p>P-3 Alignment: Ways to align family support between PK/K-3 – set similar expectations; provide expanded support for K-12 enhanced family engagement opportunities, provide similar infrastructure supports, e.g., transportation, staffing</p>	<p>POP: Family Supports POP, which includes culturally-responsive parenting education and home visiting, builds upon early care and education and health sector supports that can support the goals of family engagement in preschool</p> <p>Hubs can play a role in connecting programs with the services their families need</p> <p>OPK will continue to provide comprehensive services consistent with Head Start Performance Standards</p> <p>Impact of home visits and added family support that is needed for preschool on collective bargaining agreements?</p>
Contracting and Accountability		
<i>Quality Assurance, Evaluation, and Accountability</i>	<p>Provide ELD capacity to monitor the quality of preschool programs, for accountability and to support continuous quality improvement</p>	<p>POP: Create capacity to support monitoring in ELD for OPK and Preschool Promise</p>
<i>Funding Mechanism</i>	<p>Ensure that contracting mechanism gives state a direct relationship with providers to ensure accountability and improvement</p> <p>Ensure contracting mechanism supports both local decision-making responsive to specific needs for families and all providers in a mixed-delivery system</p> <p>Possibly utilize different contracting methods by provider type</p>	<p>OPK to continue funding directly to programs that meet OPK criteria</p> <p>ECSE to continue funding through existing mechanisms which is primarily through ESDs</p> <p>Preschool Promise funds currently flow through EL hubs. Should this change to follow a process similar to OPK (ELD funds preschool providers directly)?</p>

Addressing Root Causes: A 5-Year Plan for Oregon's Vulnerable Kids
Last Updated: 9:10pm on 8/28

Vision and goal

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

Breaking the cycle of poverty is our greatest hope to accomplishing that goal, and we will do it by focusing on the root causes of poverty. Education, affordable housing, quality child care and health supports like parenting education, family and home support, and behavioral health treatment are the foundations for stable and attached families. By providing our young families with these building blocks, we can keep them from falling into the cycle of poverty or lend them a hand as they work hard to climb out.

This is Governor Brown's five-year plan for helping families reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

Background

In the United States today, poverty is inextricably linked with geography and race. Those three factors are fortune tellers of a child's future. Despite the hard work and best intentions of many people to help children and families and many costly interventions, we have failed to change the trajectory of these children and families, resulting in a failed foster care system, increased health care costs, higher crime, and homelessness.

Families across the United States who pay more than 30 percent of their income for housing are considered cost burdened and may have difficulty affording necessities such as food, clothing, transportation and medical care. An estimated 12 million renter and homeowner households now pay more than 50 percent of their annual incomes for housing. A family with one full-time worker earning the minimum wage cannot afford the local fair-market rent for a two-bedroom apartment anywhere in the United States.

In addition, there is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 percent and 50 percent of the prison population grew up in families in the bottom quintile of income

distribution.¹ And in 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households. (Looney, 2018). Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon’s total population.²

Additionally, children from families experiencing poverty are more likely to be neglected and abused. Data from the Study of Child Abuse and Neglect (<https://www.childwelfare.gov/topics/systemwide/statistics/nis/>) shows that poverty is a reliable predictor of maltreatment-especially neglect. That study found that children from families with low incomes were more than three times as likely to be abused and about seven times as likely to be neglected. In Oregon, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. Parental substance use disorders are involved with nearly three quarters of all foster care placements. (Estimate is derived from a 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul). For complete details about Governor Brown’s plan for foster care, go to: <http://www.....>

Despite an improving economy, more and more Oregon children are experiencing poverty and homelessness. In 2017, Oregon had the second-highest rate of unsheltered homelessness among people in households with children in the U.S.³ The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members, sometimes in dangerous and unhealthy conditions. In some counties, more than 10 percent of students are experiencing a form of homelessness.⁴ Families with children under five are twice as likely to experience poverty – families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.⁵

These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon’s African American population lives in poverty, compared with 11 percent

¹ Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

² Oregon Youth Authority Quick Facts. January 2018

³ Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources

⁵ The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

of non-Hispanic white Oregonians, according to the Oregon Business Council's Poverty Report. While 62 percent of all Oregonians are homeowners, just 30.5 percent of African-Americans and 42 percent of Hispanics and Native Americans own their homes.⁶

Across counties, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.⁷ Parts of rural Oregon also experience housing costs that can be 30 percent higher than other parts of Oregon.

The high incidences of poverty, homelessness, and rising housing costs mean many of these families cannot access preschool or child care, in order to get their children off to a strong start, Oregon's state preschool programs (Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education) reach less than 30 percent of eligible children and families. And according to the 2017 Childcare Aware report, Oregon has the fourth least-affordable child care in the country. Consider these barriers to early care and education:

- Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.⁸
- Children from families with the lowest incomes have the most limited child care choices and are least likely to be able to access high-quality care.
- For a family making a median income and with just one infant in care, child care, housing and food costs are nearly 70 percent of the monthly household budget.
- Thirty-one percent of *all* renter household families with children under five are spending more than half of their incomes on rent – considered severely housing cost-burdened.
- For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that families have little or no cushion for basic necessities. As a result, families are just one minor financial emergency away from losing their homes.

Best practices

We already know that education, stable housing, jobs, livingwages, food security, access to health care and affordable and safe child care are the building blocks for families to thrive. Evidence and data show us that when families have better access to these supports they are more likely to build opportunities for themselves and their children.

Early care and education: Children who participate in high-quality child care programs during their early years demonstrate lasting effects on IQ, boosted academic and economic achievement, and lower incidences of childhood obesity and chronic illness. (Childwatch) For example:

- Children living in higher-quality housing have higher kindergarten readiness scores⁹.
- Young children who do not experience homelessness have a significantly lower risk of negative health outcomes and developmental delays.

⁶ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁷ The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

⁸ None provided

⁹ None provided

- Research attributes up to 50 percent of the school readiness gap to differences in parenting¹⁰.
- Parenting style accounts for 19 percent of the gap in mathematics, 21 percent of the gap in literacy, and 33 percent of the gap in language.
- Investment in high-quality early childhood education from birth to age five is estimated to have a 13 percent return on investment with the greatest gains seen from programs that begin early at or before birth.

Access to health care: Medicaid is among the most effective antipoverty programs. Medicaid reduced the national poverty measure by 3.8 percentage points. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits. (Georgetown 2018). Medicaid is particularly important for people of color. It reduced the poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.

A multi-disciplinary approach

Rebuilding the middle class and providing hope to Oregon families is why Governor Brown convened her Children’s Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet has also worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

This coordinated and collaborative approach was one of the two consensus conclusions of the Poverty Workgroup convened by the Chief Education Office (CEdO) in 2015: “Cross-sector anti-poverty approaches that include different agencies like Department of Human Services (DHS), Oregon Housing and Community Services (OHCS), and Oregon Health Authority (OHA) and regional initiatives like Coordinated Care Organizations, Early Learning Hubs, and Regional Achievement Collaboratives will be most effective at raising educational attainment and eliminating barriers for students from families in poverty.” Furthermore, regional and local community leaders can engage in ongoing professional learning opportunities that help set the foundation for sharing, aligning, and improving the collective efficacy in serving children and families in poverty and helping them navigate the often overlapping health, social service, and education systems.¹¹

Further, Oregon’s experience with the development and implementation of Coordinated Care Organizations (CCOs) demonstrates that it is possible to provide adequate health care access, improve population health, while also slowing the growth of health care spending. This innovative approach of state and federal governments setting clear and measurable outcome

¹⁰ Finders, J. K., Díaz, G., Geldhof, G. J., Sektnan, M., & Rennekamp, D. (2016). The impact of parenting education on parent and child behaviors: Moderators by income and ethnicity. *Children and youth services review*, 71, 199-209

¹¹ Oregon Chief Education Office (2017). Practices to Improve the Achievement of Students in Poverty. House Bill 4057 (2016) Legislative Report

metrics while also allowing greater flexibility in funding streams allowed local communities to better coordinate services and achieve the “triple aim” of Oregon’s nationally recognized health care model. In the future, the Children’s Cabinet will explore applying this approach to the social and educational services for children and their families.

Plan

We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to rebuild the middle class and create opportunities that build on themselves we need to make deeper investments in early care and education, health supports, and housing for families.

I. INVEST IN HEALTHY FAMILIES:

- Continue providing quality, affordable health care to all Oregon children under 300 percent of the poverty line through Medicaid and the Children’s Health Insurance Program (CHIP).
- Increase access to evidence-based addiction and recovery support services for families with young children, including a two generation approach to treatment.
- Implement the Healthy Connects universal home visiting program over the next three biennia to provide support to new parents and put them on a path to success early.
- Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships.
- Increase access to behavioral health services for children and families, particularly in rural Oregon.
- Expand the continuum of behavioral health services to include early intervention and prevention.
- Increase access to nutritional food sources and improve food security.
- Provide supplemental health screening for children.
- Provide child care and transportation supports during transition to healthy families.

II. INCREASE QUALITY, AFFORDABLE CHILD CARE:

- Implement a “baby promise” program to create access to infant and toddler child care for parents who are working across Oregon and with varying schedules.
- Increase child care subsidies for low-income families so they can continue to work knowing their children are safe in care.
- Increase funding to support children with disabilities who need increased access to child care and supports that meet their special needs.
- Support business, education development, and incentives among Oregon’s child care provider community to increase the stability and growth of child care access.

III. EXPAND QUALITY PRESCHOOL TO ALL VULNERABLE KIDS:

- Expand access to preschool programs across the state, especially to children living in low-income households, dual language learners, and children of color.
- Ensure that preschool programming is of sufficient quality to advance children’s learning and development.

- Student loan repayment program for childcare workers (similar to rural medical repayment or the AmeriCorps education award – could be designated for rural communities, communities of color, or high-poverty communities)
- Support the existing preschool workforce, maintain and improve upon its cultural and linguistic diversity, and continue to improve compensation through the creation of degree pathways from the AA to BA level that include financial support, as well as supports needed to work full-time and complete a degree. In addition, we must ensure that instructional leaders within programs understand early childhood best practices and support teachers in implementation within the classroom.

IV. END CHILDREN’S HOMELESSNESS

- A. Develop 2,200 - 2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.¹²
- B. Dedicate General Fund to address Oregon’s homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon’s Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown’s Children’s Cabinet, in conjunction with OHCS and the Department of Human Services’s Family Self Sufficiency agency, is encouraging interagency partnerships and coordination to support a **\$20 million** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.¹³
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the “Acquisition of Naturally Occurring Affordable Housing Investment” fund.¹⁴

¹² OHCS estimate based on current LIFT investment experience.

¹³ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

¹⁴ OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

- F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

V. HELP PARENTS GET A BETTER JOB TO SUPPORT THEIR FAMILIES

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

Implementation

On Sept. 4, the Governor's Children's Cabinet will be making their final recommendations about how to close the gaps in child care, housing, early learning and health care. These proposals will include evidence-based solutions, the cost to implement the solutions, metrics to evaluate effectiveness and an implementation timeline.

Author

Name: Berri Leslie

Title: Deputy Chief of Staff

Email: berri.leslie@oregon.gov

Phone: 503-881-2427

Other contributors: Kate Kondayen, Shalee Hodgson, Pooja Bhatt

From: [BLOSSER Nik * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: Re: Friday phone call with Nik Blosser & Berri Leslie
Date: Wednesday, August 29, 2018 3:27:46 PM

Go for it and please cc me.

Sent from my iPhone

On Aug 29, 2018, at 3:09 PM, LESLIE Berri * GOV <Berri.Leslie@oregon.gov> wrote:

Nik – any objection to my sending this email out today?

Mr. Wyatt,

Thank you for taking time Friday to talk with Nik and me about the Governor's vision for early care and education. During the past 18-months the Governor has convened a work group called the Children's Cabinet made up of state agency leaders, stakeholders and early learning experts around a discussion about how we can improve availability and access to affordable high quality child care in Oregon. This group has developed a set of recommendations to work toward that goal and we would really value your feedback about some of these ideas given that KinderCare provides care to more than 160,000 children. We think your feedback around these solutions while we're in the development phase would be really valuable.

I'm confident you don't have extra time to read through our policy documents but I've attached two documents that will help to frame our conversation on Friday in the event that you can quickly review or read related pages. These include a DRAFT policy statement that isn't just about early care and education but about the Governor's plan for Oregon's most vulnerable kids and families. On page 5 and 6 you will see two sets of policy strategies that will be of particular interest to you. Those involving child care and preschool. I've also attached a DRAFT preschool policy proposal that outlines some strategies for improving both access, quality and opportunities to develop the preschool workforce. Both of these are DRAFT but as I mentioned we wanted your feedback while we're still in the development phase so please forgive the imperfect nature of these documents.

We'd be delighted with any feedback you have to share but specifically around whether you think these strategies would be solutions toward challenges you experience with your customers or within your organization around cost, workforce, access, quality, etc.

Thank you in advance for your time.

Berri Leslie

Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

<Preschool outline v5 82718.pdf>

<White Paper - 5 year plan for Oregons Vulnerable Families V182610pm.docx>

From: [LESLIE Berri * GOV](#)
To: twyatt@kc-education.com
Cc: [BLOSSER Nik * GOV](#); [ANDREW Jennifer J * GOV](#)
Subject: Friday phone call with Nik Blosser & Berri Leslie
Date: Wednesday, August 29, 2018 3:34:07 PM
Attachments: [Preschool outline v5 82718.pdf](#)
[White Paper - 5 year plan for Oregons Vulnerable Families V182610pm.docx](#)

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Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

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PROPOSED QUALITY PRESCHOOL POLICY

Updated: 8/25/2018

Policy Goal

By 2025, all 3- and 4-year-old children in low-income families and with developmental disabilities will have access to high-quality preschool with a focus on children and families furthest from opportunities, including children of color and children in rural geographies.

Outcomes of Policy Implementation

The opportunity gap begins at birth, and lack of access to high-quality early care and education is correlated with socioeconomic status and race. The expansion of existing state preschool programs (i.e., Early Childhood Special Education, Oregon Prekindergarten, and Preschool Promise) to reach target populations is a policy based in equity, intended to increase access to high-quality early care and education and ensure more children in Oregon enter kindergarten with the tools to succeed.

We can expect that children who have completed a high-quality preschool program:

- Live in families with decreased economic and parenting-related stress
- Begin school ready to succeed and to be proficient in key skills in 3rd grade
- Require less special education services
- For Dual language learners, develop language and literacy skills in their home language and English
- Complete each grade level successfully and graduate from high school
- Earn higher wages upon entry into the workforce

2019-21 Biennium

In 2019-21, we will:

- **Invest in improving the alignment of Oregon's three state preschool programs**, as defined by the elements in the following matrix – including ensuring strong culturally-responsive services, partnerships between preschool programs and local organizations, and a greater amount of school-day OPK (*1/3 of classrooms will be converted to duration*)
- **Expand access to all state preschool programs** to reach the entire target population across three biennia. In the next two years, we will reach at least 1/3 of the 30,000 3- and 4-year olds who are eligible for, but do not receive, high-quality preschool, as well as reach adequate service levels for children in Early Childhood Special Education (ECSE). This increase in access will be achieved by providing additional funding statewide for OPK, Preschool Promise, and ECSE services and infrastructure

To implement this expansion, Early Learning Hubs will develop master plans with local partners for preschool expansion, working to identify assets in their communities, coordinate enrollment and ensure access to priority populations first.

The state will fund programs to meet the quality standards included in the matrix below, build its infrastructure to ensure preschool is of sufficient quality to improve child outcomes, including improving upon professional learning supports and state agency capacity to expand preschool.

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Elements of Oregon's High-Quality Preschool Programs

The following matrix indicates the elements of quality preschool policy and implementation. The goal is to support an aligned preschool system that meets the following standards, which are based on existing standards across existing preschool programs, which are based on research regarding preschool program evaluation and the science of brain development:

Category	Quality Standards/Processes	Notes and Probing Questions
Expansion and Priority Populations		
<i>Expansion Planning</i>	<p>Hubs will work with local partners with expertise in serving young children from priority populations and their families (e.g., Local Education Agencies, Child Care Resource and Referral Agencies, CCOs, Public Health partners) to create plans to inform expansion of preschool within their regions.</p> <p>This planning process will give communities a year to plan for expansion and include:</p> <ul style="list-style-type: none"> • using data to identify other specific populations within the priority populations of children/families (e.g., age priority, dual language learners, children experiencing toxic stress/trauma) and • identification of provider organizations to create a mixed-delivery system (e.g., public, private or nonprofit orgs/providers, or partnerships between) to apply for funding for preschool expansion slots to ELD • identification of capacity strengths and barriers within communities, such as program readiness, facilities, workforce <p>ELD will seek additional feedback from tribal nations to design government to government relationship for expansion planning within nine federally recognized tribes</p>	<p>Policy Option Package (POP): Add data and coordination capacity to Hubs, fund a regional planning process that is coordinated with local partners (e.g., CCOs, Public Health Depts, Head Start, Child Care Resource & Referral Networks); POP also contains a modest amount of resources for minor facilities improvements and start-up costs</p> <p>Facilities have emerged as a major concern for multiple stakeholders – K-12, Hubs, CCR&Rs. How do we address this or talk about this when we are discussing preschool policy? Policy suggestions have included community match/bonds</p>
<i>Child and Family Eligibility/Selection Priority</i>	<p>The preschool system will serve children based on income, category, and geography. Eligible children are defined as follows:</p> <ul style="list-style-type: none"> • Children living in families at or below 200% of Federal Poverty Level; • children w/ developmental delays and disabilities; • categorically eligible children aligned to Head Start: foster care, homeless children, children receiving SSI; 	<p>Individual programs will maintain current eligibility criteria, with support to blend and layer funding to serve children in integrated classrooms:</p> <ul style="list-style-type: none"> • OPK will continue serving children up to 130%, as well as categorically eligible populations (e.g., families in TANF, children with disabilities, children receiving SSI) • Preschool Promise will continue to serve children up to 200% and children with developmental delays and disabilities

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Category	Quality Standards/Processes	Notes and Probing Questions
	<p>Communities will have the flexibility serve children based on other factors, such as:</p> <ul style="list-style-type: none"> • low-income dual language learners • low-income children experiencing toxic stress/trauma • children of color in low-income families • non-income eligible children that reside within areas of concentrated poverty (e.g., zip codes where the majority of families live in or near the poverty line, a catchment area that meets the Title I “whole school” definition) 	<ul style="list-style-type: none"> • ECSE will maintain current eligibility thresholds • Title I “whole school” definition: areas with 40% or more children meeting income eligibility thresholds within the same school catchment areas used for Title I can utilize funding to serve all children)
Provider Quality		
<i>Provider Eligibility</i>	<p>Mixed-delivery: public, non-profit, private organizations/providers, or partnerships among these entities that demonstrate an ability to provide a high-quality preschool program, including child care centers, family child care, community-based organizations, and public schools</p> <p>Set-aside fund for providers serving children from Oregon’s federally-recognized tribes</p> <p>Baseline for eligibility is participation in Spark including through alternative pathway</p>	<p>POP: <i>Resources for Spark to finance a system of standards that builds program quality to meet preschool standards</i></p> <p>Working on a pathway for public schools to meet the intent of licensing standards through an alternative approach to identifying standards</p> <p>Programs will need support to be ready to implement high-quality programs through technical assistance, which requires resources for Spark</p>
<i>Ratio and Class Size</i>	<p>Maximum 1:10 teacher-child ratio, with maximum class size of 20; encourage class sizes of 18 or below</p> <p>Programs may apply for an exception</p> <p>Allow for differentiated ratio to be responsive to needs of children with Individual Family Services Plans (IFSP), including encouraging blending funding for ECSE to support additional staff</p>	<p>Important to note the disparity between this quality standard and the fact that there are no ratio requirements for kindergarten?</p>
<i>Dosage</i>	<p>School-day (6 hours, 5 days/week), School-year (9-10 months) at least 900 hours annually</p> <p>Aligns to OPK/Head Start requirement when possible (1020 instructional hours annually)</p> <p>P-3 Alignment: Aligns to school year and school day in districts offering 5 days/week</p> <p>Programs may apply for an exception</p>	<p>Need to address adequate staffing/staffing availability in all regions;</p> <p>Conversion to school-day for OPK and for some schools creates facilities challenges; hours challenges – federal definition of school-day/school-year is 1020 hours</p>
High-quality Educators		

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Category	Quality Standards/Processes	Notes and Probing Questions
<i>Qualified Teachers</i>	<p>Lead classroom teachers with/working towards a BA in early childhood or equivalent;</p> <p>Assistant teachers with/working towards an AA in early childhood or equivalent;</p> <p>Individualized Professional Learning Plans for all staff;</p> <p>Incentives and support for bilingual teachers</p> <p>P-3 Alignment: similar qualifications as Districts, similar goal around diverse workforce</p>	<p>POP: HECC Policy Option Package -resources for capacity to offer programs designed for current educators for 2- and 4-year colleges and scholarships for current early childhood educators</p> <p>Connection to Educator Advancement Council goals around diverse, qualified workforce</p>
<i>Compensation</i>	<p>Parity with K-12 Educators for all preschool educators in the aligned system</p> <p>P-3 Alignment: Follow collective bargaining agreement of District, including salary schedules</p>	<p>Oregon Prekindergarten/Head Start does not currently require salary parity; Oregon Head Start Association has made this one of its top legislative priorities</p> <p>Preschool Promise has this requirement, but had to issue numerous waivers for teacher compensation;</p> <p>ECSE educators' salaries align to district salary scales</p>
<i>Knowledgeable Leaders</i>	<p>Instructional leaders (e.g., principals, child care directors) participate in shared, ongoing professional learning and technical assistance to support knowledge of best practice in early childhood</p> <p>P-3 Alignment: Builds on K-12 strategies for principal professional learning</p>	<p>POP: Additional funding for KPI to establish more robust shared professional development and recognition of best practice in PK/K to be funded through EAC</p>
<i>Professional Learning</i>	<p>Job-embedded professional learning (e.g., coaching) for every teacher in Preschool Promise, OPK, and ECSE educators where there is blended funding;</p> <p>Ongoing professional learning that supports early learning educators in obtaining their BA or AA degrees;</p> <p>professional learning that supports educators to increase culturally-responsive practices</p> <p>P-3 Alignment: Connected to EAC regional networks for professional learning; connects early learning and K-12 PL supports</p>	<p>POP: Preschool POP includes enhanced funding for professional learning supports, as well as establishing job-embedded coaching</p> <p>Design and implement coaching for Preschool Promise and OPK programs – are there necessary enhancements to this support for Early Childhood Special Education?</p> <p>How can additional funding enhance existing supports, e.g., Districts and Head Starts that may already employ coaches</p>
<i>Supporting All Children to Learn and Develop</i>		

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Category	Quality Standards/Processes	Notes and Probing Questions
<i>Curriculum and Assessment</i>	<p>Curriculum aligned to the OR Early Learning Standards</p> <p>Formative assessment that is utilized to inform instruction</p> <p>Curriculum and assessment practices are culturally-responsive</p> <p>Curriculum supports children's development of a positive racial identity</p> <p>P-3 Alignment: Select and implement similar formative assessment and curriculum practices tied to aligned standards</p>	<p>POPs: Additional funding in Spark POP to support programs to begin to meet this expectation, additional funding in Preschool POP to support this work through coaching</p> <p>Coaching system will support programs in meeting this standard (in ELD POP referenced above)</p> <p>Partner with culturally-specific organizations to support training of educators</p> <p>State adoption of anti-bias standards and related educator competencies</p>
<i>Language Support for Children</i>	<p>All programs support dual language learners (DLLs) to maintain and develop their home/native language, recognizing the cognitive and social/emotional benefits of learning multiple languages, and goals of native language preservation</p> <p>Programs implement research-based instructional practices appropriate to their dual language learner population, support families to develop the home/native language, and provide educators with professional learning focused on best practices with DLLs</p> <p>Programs forge community partnerships and identify resources to ensure families and children have options to maintain and develop home/native language;</p> <p>P-3 alignment: Ensure continuity and alignment pre-k through 3rd grade – instructional models, K transitions, appropriate assessment at K entry, and family engagement practices</p>	<p>POP: Fund to support culturally-specific services and practices across the state</p> <p>How to ensure appropriate assessment approaches and measures for young DLLs, beginning with OKA (research is clear that DLLs must be assessed in home/native language and English)</p> <p>How to ensure LEAs and preschool providers develop and implemented aligned language and literacy approaches pre-k thru early grades, including shared, explicit goals for home/native language and English language development (aligned to standards)?</p>
<i>Inclusion</i>	<p>Ensure that children with developmental delays/disabilities in ECSE or special education services are provided in the classroom when appropriate</p> <p>Begin promoting the aligning and leveraging of all preschool funding, including ECSE funding to support services required in IFSP for children in Preschool Promise and OPK, including working with a select number of schools or ESDs to establish demonstration sites for best practice</p> <p>Policies to prevent suspension and expulsion</p> <p>P-3 Alignment: Alignment of policies dealing with exclusion around development delays and disabilities</p>	<p>POP: ODE POP to get to adequate service levels for EI/ECSE</p> <p>Examples of potential practices to promote: additional staff funded with ECSE dollars to lower ratios in inclusive classrooms; Preschool Promise programs requiring ECSE qualifications in classrooms with a large proportion of identified children</p>

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Category	Quality Standards/Processes	Notes and Probing Questions
<i>Transitions to K</i>	<p>All preschool programs support transitions to kindergarten for children and families through transition plans</p> <p>Hubs connect preschool providers to best practice in transitions through KPI</p> <p>P-3 Alignment: Preschool programs and K-12 systems required to complete joint transition plans</p>	<p>POP: Expand PK/K Centers of Excellence to recognize best practice in P-3 alignment, would include transitions</p> <p>KPI supports K transitions, with broader support for preschool, more KPI money can go toward explicitly transition-related supports</p> <p>Lack of data systems make it difficult for sharing of information across systems and grades – e.g., screening and assessment data, previous experience of child</p>
<i>Family Support and Engagement</i>	<p>Early Learning hubs will engage families in the development of regional master plans, including to identify priorities and needs around family engagement and supports</p> <p>Connect enrolled families to comprehensive services; required family engagement/involvement that is culturally-responsive for target populations</p> <p>Transportation provided for families where necessary</p> <p>P-3 Alignment: Ways to align family support between PK/K-3 – set similar expectations; provide expanded support for K-12 enhanced family engagement opportunities, provide similar infrastructure supports, e.g., transportation, staffing</p>	<p>POP: Family Supports POP, which includes culturally-responsive parenting education and home visiting, builds upon early care and education and health sector supports that can support the goals of family engagement in preschool</p> <p>Hubs can play a role in connecting programs with the services their families need</p> <p>OPK will continue to provide comprehensive services consistent with Head Start Performance Standards</p> <p>Impact of home visits and added family support that is needed for preschool on collective bargaining agreements?</p>
Contracting and Accountability		
<i>Quality Assurance, Evaluation, and Accountability</i>	<p>Provide ELD capacity to monitor the quality of preschool programs, for accountability and to support continuous quality improvement</p>	<p>POP: Create capacity to support monitoring in ELD for OPK and Preschool Promise</p>
<i>Funding Mechanism</i>	<p>Ensure that contracting mechanism gives state a direct relationship with providers to ensure accountability and improvement</p> <p>Ensure contracting mechanism supports both local decision-making responsive to specific needs for families and all providers in a mixed-delivery system</p> <p>Possibly utilize different contracting methods by provider type</p>	<p>OPK to continue funding directly to programs that meet OPK criteria</p> <p>ECSE to continue funding through existing mechanisms which is primarily through ESDs</p> <p>Preschool Promise funds currently flow through EL hubs. Should this change to follow a process similar to OPK (ELD funds preschool providers directly)?</p>

Addressing Root Causes: A 5-Year Plan for Oregon's Vulnerable Kids
Last Updated: 9:10pm on 8/28

Vision and goal

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

Breaking the cycle of poverty is our greatest hope to accomplishing that goal, and we will do it by focusing on the root causes of poverty. Education, affordable housing, quality child care and health supports like parenting education, family and home support, and behavioral health treatment are the foundations for stable and attached families. By providing our young families with these building blocks, we can keep them from falling into the cycle of poverty or lend them a hand as they work hard to climb out.

This is Governor Brown's five-year plan for helping families reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

Background

In the United States today, poverty is inextricably linked with geography and race. Those three factors are fortune tellers of a child's future. Despite the hard work and best intentions of many people to help children and families and many costly interventions, we have failed to change the trajectory of these children and families, resulting in a failed foster care system, increased health care costs, higher crime, and homelessness.

Families across the United States who pay more than 30 percent of their income for housing are considered cost burdened and may have difficulty affording necessities such as food, clothing, transportation and medical care. An estimated 12 million renter and homeowner households now pay more than 50 percent of their annual incomes for housing. A family with one full-time worker earning the minimum wage cannot afford the local fair-market rent for a two-bedroom apartment anywhere in the United States.

In addition, there is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 percent and 50 percent of the prison population grew up in families in the bottom quintile of income

distribution.¹ And in 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households. (Looney, 2018). Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon’s total population.²

Additionally, children from families experiencing poverty are more likely to be neglected and abused. Data from the Study of Child Abuse and Neglect (<https://www.childwelfare.gov/topics/systemwide/statistics/nis/>) shows that poverty is a reliable predictor of maltreatment-especially neglect. That study found that children from families with low incomes were more than three times as likely to be abused and about seven times as likely to be neglected. In Oregon, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. Parental substance use disorders are involved with nearly three quarters of all foster care placements. (Estimate is derived from a 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul). For complete details about Governor Brown’s plan for foster care, go to: <http://www.....>

Despite an improving economy, more and more Oregon children are experiencing poverty and homelessness. In 2017, Oregon had the second-highest rate of unsheltered homelessness among people in households with children in the U.S.³ The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members, sometimes in dangerous and unhealthy conditions. In some counties, more than 10 percent of students are experiencing a form of homelessness.⁴ Families with children under five are twice as likely to experience poverty – families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.⁵

These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon’s African American population lives in poverty, compared with 11 percent

¹ Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

² Oregon Youth Authority Quick Facts. January 2018

³ Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

⁴ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁵ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources

⁵ The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

of non-Hispanic white Oregonians, according to the Oregon Business Council's Poverty Report. While 62 percent of all Oregonians are homeowners, just 30.5 percent of African-Americans and 42 percent of Hispanics and Native Americans own their homes.⁶

Across counties, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.⁷ Parts of rural Oregon also experience housing costs that can be 30 percent higher than other parts of Oregon.

The high incidences of poverty, homelessness, and rising housing costs mean many of these families cannot access preschool or child care, in order to get their children off to a strong start, Oregon's state preschool programs (Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education) reach less than 30 percent of eligible children and families. And according to the 2017 Childcare Aware report, Oregon has the fourth least-affordable child care in the country. Consider these barriers to early care and education:

- Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.⁸
- Children from families with the lowest incomes have the most limited child care choices and are least likely to be able to access high-quality care.
- For a family making a median income and with just one infant in care, child care, housing and food costs are nearly 70 percent of the monthly household budget.
- Thirty-one percent of *all* renter household families with children under five are spending more than half of their incomes on rent – considered severely housing cost-burdened.
- For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that families have little or no cushion for basic necessities. As a result, families are just one minor financial emergency away from losing their homes.

Best practices

We already know that education, stable housing, jobs, livingwages, food security, access to health care and affordable and safe child care are the building blocks for families to thrive. Evidence and data show us that when families have better access to these supports they are more likely to build opportunities for themselves and their children.

Early care and education: Children who participate in high-quality child care programs during their early years demonstrate lasting effects on IQ, boosted academic and economic achievement, and lower incidences of childhood obesity and chronic illness. (Childwatch) For example:

- Children living in higher-quality housing have higher kindergarten readiness scores⁹.
- Young children who do not experience homelessness have a significantly lower risk of negative health outcomes and developmental delays.

⁶ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁷ The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

⁸ None provided

⁹ None provided

- Research attributes up to 50 percent of the school readiness gap to differences in parenting¹⁰.
- Parenting style accounts for 19 percent of the gap in mathematics, 21 percent of the gap in literacy, and 33 percent of the gap in language.
- Investment in high-quality early childhood education from birth to age five is estimated to have a 13 percent return on investment with the greatest gains seen from programs that begin early at or before birth.

Access to health care: Medicaid is among the most effective antipoverty programs. Medicaid reduced the national poverty measure by 3.8 percentage points. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits. (Georgetown 2018). Medicaid is particularly important for people of color. It reduced the poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.

A multi-disciplinary approach

Rebuilding the middle class and providing hope to Oregon families is why Governor Brown convened her Children’s Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet has also worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

This coordinated and collaborative approach was one of the two consensus conclusions of the Poverty Workgroup convened by the Chief Education Office (CEdO) in 2015: “Cross-sector anti-poverty approaches that include different agencies like Department of Human Services (DHS), Oregon Housing and Community Services (OHCS), and Oregon Health Authority (OHA) and regional initiatives like Coordinated Care Organizations, Early Learning Hubs, and Regional Achievement Collaboratives will be most effective at raising educational attainment and eliminating barriers for students from families in poverty.” Furthermore, regional and local community leaders can engage in ongoing professional learning opportunities that help set the foundation for sharing, aligning, and improving the collective efficacy in serving children and families in poverty and helping them navigate the often overlapping health, social service, and education systems.¹¹

Further, Oregon’s experience with the development and implementation of Coordinated Care Organizations (CCOs) demonstrates that it is possible to provide adequate health care access, improve population health, while also slowing the growth of health care spending. This innovative approach of state and federal governments setting clear and measurable outcome

¹⁰ Finders, J. K., Díaz, G., Geldhof, G. J., Sektnan, M., & Rennekamp, D. (2016). The impact of parenting education on parent and child behaviors: Moderators by income and ethnicity. *Children and youth services review*, 71, 199-209

¹¹ Oregon Chief Education Office (2017). Practices to Improve the Achievement of Students in Poverty. House Bill 4057 (2016) Legislative Report

metrics while also allowing greater flexibility in funding streams allowed local communities to better coordinate services and achieve the “triple aim” of Oregon’s nationally recognized health care model. In the future, the Children’s Cabinet will explore applying this approach to the social and educational services for children and their families.

Plan

We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to rebuild the middle class and create opportunities that build on themselves we need to make deeper investments in early care and education, health supports, and housing for families.

I. INVEST IN HEALTHY FAMILIES:

- Continue providing quality, affordable health care to all Oregon children under 300 percent of the poverty line through Medicaid and the Children’s Health Insurance Program (CHIP).
- Increase access to evidence-based addiction and recovery support services for families with young children, including a two generation approach to treatment.
- Implement the Healthy Connects universal home visiting program over the next three biennia to provide support to new parents and put them on a path to success early.
- Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships.
- Increase access to behavioral health services for children and families, particularly in rural Oregon.
- Expand the continuum of behavioral health services to include early intervention and prevention.
- Increase access to nutritional food sources and improve food security.
- Provide supplemental health screening for children.
- Provide child care and transportation supports during transition to healthy families.

II. INCREASE QUALITY, AFFORDABLE CHILD CARE:

- Implement a “baby promise” program to create access to infant and toddler child care for parents who are working across Oregon and with varying schedules.
- Increase child care subsidies for low-income families so they can continue to work knowing their children are safe in care.
- Increase funding to support children with disabilities who need increased access to child care and supports that meet their special needs.
- Support business, education development, and incentives among Oregon’s child care provider community to increase the stability and growth of child care access.

III. EXPAND QUALITY PRESCHOOL TO ALL VULNERABLE KIDS:

- Expand access to preschool programs across the state, especially to children living in low-income households, dual language learners, and children of color.
- Ensure that preschool programming is of sufficient quality to advance children’s learning and development.

- Student loan repayment program for childcare workers (similar to rural medical repayment or the AmeriCorps education award – could be designated for rural communities, communities of color, or high-poverty communities)
- Support the existing preschool workforce, maintain and improve upon its cultural and linguistic diversity, and continue to improve compensation through the creation of degree pathways from the AA to BA level that include financial support, as well as supports needed to work full-time and complete a degree. In addition, we must ensure that instructional leaders within programs understand early childhood best practices and support teachers in implementation within the classroom.

IV. END CHILDREN’S HOMELESSNESS

- A. Develop 2,200 - 2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.¹²
- B. Dedicate General Fund to address Oregon’s homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon’s Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown’s Children’s Cabinet, in conjunction with OHCS and the Department of Human Services’s Family Self Sufficiency agency, is encouraging interagency partnerships and coordination to support a **\$20 million** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.¹³
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the “Acquisition of Naturally Occurring Affordable Housing Investment” fund.¹⁴

¹² OHCS estimate based on current LIFT investment experience.

¹³ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

¹⁴ OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

- F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

V. HELP PARENTS GET A BETTER JOB TO SUPPORT THEIR FAMILIES

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

Implementation

On Sept. 4, the Governor's Children's Cabinet will be making their final recommendations about how to close the gaps in child care, housing, early learning and health care. These proposals will include evidence-based solutions, the cost to implement the solutions, metrics to evaluate effectiveness and an implementation timeline.

Author

Name: Berri Leslie

Title: Deputy Chief of Staff

Email: berri.leslie@oregon.gov

Phone: 503-881-2427

Other contributors: Kate Kondayen, Shalee Hodgson, Pooja Bhatt

From: [CAPPS Lindsey D * GOV](#)
To: [BHATT Pooja * GOV](#)
Cc: [KONDAYEN Kate * GOV](#); [PAIR Chris * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Gov. Brown's education plan
Date: Wednesday, August 29, 2018 3:34:57 PM
Attachments: [image001.png](#)
[image002.png](#)
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Agreed. Should reference ESSA plan metrics and longitudinal data.

Stylistic note: Governor "handled" transportation package, can we say "led" or "engaged"

Sent from my iPhone

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Subject: FW: Gov. Brown's education plan

Hi all,

Please see Helen's inquiries and my draft responses below.

Thanks,
Kate

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 1:56 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

Email is fine to start with, but I hope you'll be available by phone for clarification if need be.

How will the governor pay for her proposals? Does she have an estimate on what class-size reductions or the increased preschool investment will cost?

Similar to how she handled the transportation package, the Governor is approaching funding for her education agenda just as she has with other issues that affect all Oregonians—through a consensus-driven process that brings involved stakeholders together to work collaboratively on a viable solution. Specific funding needs and steams will be outlined in her budget.

Will the governor seek significant changes to pension or health care benefits in order to pay for this investment?

~~Specific funding streams will be outlined in her budget after working through the options with groups like the Student Success Committee.~~ Governor Brown believes that balancing the budget on the backs of our teachers and cutting their retirement is the wrong approach, and we know that lowering health benefits doesn't provide cost-savings, as it drives up emergency health costs. Teachers work very hard every day to serve our children in incredibly demanding jobs, and investing in our classrooms means investing in them.

What convinced her to fully fund Measure 98 now? Why did she recommend less than half the funding that the measure called for in the last biennium?

The Governor has always supported Measure 98, and the budget is in good enough shape that she can make significant changes.

What outcomes will the state track in order to measure whether school districts are making gains?

Education outcomes are tied to health, criminal justice, and economic gains, and the real aim is to enable more Oregonians to thrive. But there are many metrics of success in the agenda, so you may want to look at specific strategies and see what outcomes are listed there. The Governor's measurable education goal is to increase the graduation rate to 90 percent within 4 years.



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400

Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 1:31 PM

To: Helen Jung <hjung@oregonian.com>

Subject: Re: Gov. Brown's education plan

Phone isn't going to work this afternoon, but I am more than happy to help get you info.
What questions are top of mind for you?

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 1:26 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

I did read through it extensively, but I think a phone call would be easiest. Do you have time for a chat?



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From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 1:16 PM

To: Helen Jung <hjung@oregonian.com>

Subject: Re: Gov. Brown's education plan

Hi Helen,

Sorry for delay in getting back to you, I was in a meeting. If you haven't already, would you take a deep dive on the [agenda itself](#) and shoot me over your most high-level questions?

Best,

Kate

Kate Kondayen

Press Secretary

Office of Governor Kate Brown

O: 503.378.6496 | **M:** 503.689.0248

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 11:24 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

Thanks, Chris.

Hi Kate,

Do you have time for a call today about some of the details in the education plan?

Thanks,

Helen

<image003.png>

Helen Jung

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From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Wednesday, August 29, 2018 at 11:21 AM

To: Helen Jung <hjung@oregonian.com>, Christian Gaston
<christian@katebrownfororegon.com>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

Hi Helen,

Please refer any questions regarding the Governor's agenda itself to Kate Kondayen and I. Please refer any comparisons to Knute Buehler's positions on education or any other campaign related questions to Christian.

Thanks,

Chris

Chris Pair

Communications Director

Office of Governor Kate Brown

O: 503 378 8197 | M: 503.559.5938

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 10:44 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Christian Gaston
<christian@katebrownfororegon.com>

Subject: Gov. Brown's education plan

Hi Chris and Christian,

I have a few questions about the governor's plan for education. Can you direct me to the best contact on this?

Thanks,

Helen



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1500 SW 1st Ave, Suite 400

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hjung@oregonian.com

work: 503-294-7621

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From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 1:26 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

I did read through it extensively, but I think a phone call would be easiest. Do you have time for a chat?



Helen Jung

Editorial writer

1500 SW 1st Ave, Suite 400

Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 1:16 PM

To: Helen Jung <hjung@oregonian.com>

Subject: Re: Gov. Brown's education plan

Hi Helen,

Sorry for delay in getting back to you, I was in a meeting. If you haven't already, would you take a deep dive on the [agenda itself](#) and shoot me over your most high-level questions?

Best,

Kate

Kate Kondayen

Press Secretary

Office of Governor Kate Brown

O: 503.378.6496 | **M:** 503.689.0248

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 11:24 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

Thanks, Chris.

Hi Kate,

Do you have time for a call today about some of the details in the education plan?

Thanks,

Helen

<image003.png>

Helen Jung

Editorial writer

1500 SW 1st Ave, Suite 400

Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Wednesday, August 29, 2018 at 11:21 AM

To: Helen Jung <hjung@oregonian.com>, Christian Gaston
<christian@katebrownfororegon.com>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

Hi Helen,

Please refer any questions regarding the Governor's agenda itself to Kate Kondayen and I. Please refer any comparisons to Knute Buehler's positions on education or any other campaign related questions to Christian.

Thanks,

Chris

Chris Pair

Communications Director

Office of Governor Kate Brown

O: 503 378 8197 | M: 503.559.5938

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 10:44 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Christian Gaston
<christian@katebrownfororegon.com>

Subject: Gov. Brown's education plan

Hi Chris and Christian,

I have a few questions about the governor's plan for education. Can you direct me to the best contact on this?

Thanks,

Helen



The Oregonian OREGONLIVE
OREGONIAN MEDIA GROUP

Helen Jung

Editorial writer

1500 SW 1st Ave, Suite 400

Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung



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From: [BLOSSER Nik * GOV](#)
To: [BROWN Katherine * GOV](#)
Subject: FW: Thank you, for your support for VOA!
Date: Wednesday, August 29, 2018 3:47:03 PM
Attachments: [AFSCME1790-2 Thank You!.docx](#)

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Eva Rippeteau <erippeteau@oregonafscme.org>
Date: Wednesday, August 29, 2018 at 12:04 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: PIRTLE-GUINEY Elana * GOV <Elana.PIRTLE-GUINEY@oregon.gov>, BOYLES Stormy * GOV <Stormy.BOYLES@oregon.gov>
Subject: Fwd: Thank you, for your support for VOA!

Hi Nik,

I misspelled your name on the previous email, my apologies.

Thank you, for all of your support for our VOA members. It truly is appreciated.

Eva

Eva Rippeteau
Oregon AFSCME Council 75
Political Coordinator
mobile: 503-901-1431
desk: 503-239-9858 x 4120

----- Forwarded message -----

From: **Eva Rippeteau** <erippeteau@oregonafscme.org>
Date: Wed, Aug 29, 2018 at 11:13 AM
Subject: Thank you, for your support for VOA!
To: Rep.tinakotek@state.or.us, Sen Steiner Hayward
<Sen.ElizabethSteinerHayward@oregonlegislature.gov>, Sen Dembrow
<Sen.MichaelDembrow@oregonlegislature.gov>, Sen Gelser
<Sen.SaraGelser@oregonlegislature.gov>, Sen Taylor
<sen.kathleentaylor@oregonlegislature.gov>, Sen Wagner
<Sen.RobWagner@oregonlegislature.gov>, rep.paulholvey@oregonlegislature.gov, Rep

Williamson <rep.jenniferwilliamson@state.or.us>, Rep Alonso Leon
<Rep.TeresaAlonsoLeon@oregonlegislature.gov>, Rep Gomberg
<Rep.DavidGomberg@oregonlegislature.gov>, Rep.DiegoHernandez@oregonlegislature.gov,
Rep KenyGuyer <Rep.AlissaKenyGuyer@oregonlegislature.gov>, Rep Lively
<Rep.JohnLively@oregonlegislature.gov>, Rep Malstrom
<rep.sherimalstrom@oregonlegislature.gov>, Rep Nosse
<rep.robnosse@oregonlegislature.gov>, Rep Piluso
<Rep.CarlaPiluso@oregonlegislature.gov>, Rep Salinas
<rep.andreasalinas@oregonlegislature.gov>, Rep Smith Warner
<Rep.BarbaraSmithWarner@oregonlegislature.gov>, district1@multco.us,
district3@multco.us, BOYLES Stormy * GOV <Stormy.BOYLES@oregon.gov>
Cc: OBrien Lindsey <Lindsey.OBrien@oregonlegislature.gov>, PIRTLE-GUINEY Elana *
GOV <Elana.PIRTLE-GUINEY@oregon.gov>, nick.blosser@oregon.gov

Dear Governor Brown, Speaker Kotek, Leader Williamson, Members of the House and Senate, Commissioner Meieran, and Commissioner Vega Pederson,

Thank you, for your support for our AFSCME represented members at Volunteers of America, Oregon Residential Treatment centers. Attached is a letter outlining what was achieved after nearly two years of negotiations.

Please, let me know if you have any other questions or would like any other updates.

In solidarity,

Eva

Eva Rippeteau
Oregon AFSCME Council 75
Political Coordinator
mobile: 503-901-1431
desk: 503-239-9858 x 4120



Dear Governor Brown, Speaker Kotek, Leader Williamson, Members of the House and Senate, Commissioner Meieran, and Commissioner Vega Pederson,

Thank you, for your support for the members of AFSCME Local 1790-2, Volunteers of America. On July 13th, the contract was ratified with a near unanimous vote. We strongly believe that your letter of support to the VOA Board of Directors helped bring them to the table and finally settle a fair contract.

In the contract we won:

- Union security
- Just cause for termination of employment
- Formalized definitions of full-time, part-time, and relief ensuring employees are correctly classified for benefits
- Labor management committee – a space to collaborate with management to create solutions for workplace issues
- Holiday pay for relief staff
- Potential unpaid leave of absence for up to six months with the option for an additional three months for school
- Bereavement Leave – expanded definition to include your chosen family (in loco parentis)
- Procedure to standardize reimbursement for CEU, licenses and certification fees and liability insurance coverage
- Procedure for reimbursement for business-related expenses

While we didn't win step increases within the wage ranges, we now have defined wage ranges for the job positions and language outlining when cost of living increases are given. We were also able to win a 3% increase for anyone holding a certification or license relevant to the job retroactive to the date VOA was notified of the license.

As we begin our relationship with VOA and build on our organizing momentum in the behavioral health field, we look forward to working with all of you to build a better behavioral health system that has a stable workforce that provides better outcomes for the people using the services.

In solidarity,

Vialante Viera Alex Rice Sean Luke
The AFSCME 1790-2 Bargaining Team

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: Fwd: Attached this time
Date: Wednesday, August 29, 2018 3:47:19 PM
Attachments: [Health Care whitepaper 8-23pm.docx](#)
[ATT00001.htm](#)
[Health care whitepaper budget items.xlsx](#)
[ATT00002.htm](#)

Chris Pair
M: 503-559-5938
O: 503-378-8197

Begin forwarded message:

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Date: August 25, 2018 at 8:37:16 PM PDT
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKEI Debbie * GOV
<Debbie.KORESKEI@oregon.gov>
Subject: Attached this time

Sorry about that....

Sent from my iPad

Begin forwarded message:

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Date: August 23, 2018 at 4:34:59 PM PDT
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Health Care Whitepaper and cheat sheet

Two slight wording changes (no new \$\$s for peer delivered services) in the whitepaper and the cheat sheet.

Tina Edlund
Senior Health Policy Advisor
Office of Governor Kate Brown
(971) 209-0604

Healthy Oregonians: Sustaining the Oregon Model of Health Care Coverage, Quality, and Cost Management

Vision and goals

Governor Brown's vision is that all Oregonians deserve world-class health outcomes regardless of who they are or where they live.

Oregon is a national model for health care reform. For nearly a decade, Oregonians have been involved in intense efforts to create a person-centered, coordinated, community-based health care system that focuses on improving health, improving health care quality, reducing costs, and eliminating health disparities. We have seen remarkable gains, but there is still more work to do. Under Governor Brown's leadership, 94% of all Oregonians and 100% of children now have access to high-quality health care coverage, and we intend to build on and extend that success. But coverage alone does not create health. Governor Brown's vision means that we must also improve the conditions in which Oregonians and their families are born, live, work, and grow older. A central goal is to ensure that as we work toward world-class outcomes we develop a shared vision of integrating health equity and racial justice in our charge to focus on social determinants of health. In so doing, we will continue to build thriving communities for all ages and abilities. The pathway to improved health includes increasing connections between health care and early learning, human services, social supports, as well as affordable housing and mobility options to address social factors that influence health. Our goal in Oregon is and always has been to create the conditions and incentives for Oregonians to be healthy and to live healthy lives.

A key strategy to achieving lower costs, better outcomes and better health is to reduce the siloes and fragmentation in health care. Physical health, mental health, substance treatment and recovery services and oral health services are too often delivered in separate, fragmented ways; by integrating these services, we can expand access to appropriate treatment at the right time and right place and maximize the opportunity to achieve better health outcomes.

The pathway to improved health includes having the same kind of access to mental health, substance treatment and recovery services as we have for physical health care. Every one of us has a friend, a loved one, or a neighbor who has experienced a mental health issue or substance use disorder. While we have made significant progress in Oregon in recent years and

have led the nation in innovation in some important ways, we have much work to do to ensure timely access to evidence-based mental health and substance use treatment and recovery systems.

The same is true for oral health services. Tooth decay is the leading chronic disease for children and teenagers, and tooth decay and other oral diseases have been associated with bad pregnancy outcomes, diabetes and other conditions.¹ Dental problems are also a leading cause of avoidable emergency department use. Oregon data show dental problems were the 2nd most common emergency department diagnosis for adults aged 20 to 39 in 2010.² By creating strategies to coordinate and connect oral health services with physical health services, we create effective opportunities to get individuals into timely care in the right setting, saving costs and improving outcomes.

Finally, a healthy population requires a 21st century public health system with the capacity and resiliency to provide foundational public health services across the state, such as communicable disease control and chronic disease prevention. Our public health system is essential to supporting healthy lives and should be focused on upstream prevention and protections of Oregon's population.

This is the important and natural next stage of health reform in Oregon

Background

When people have access to health care, communities are healthier. More people can work, go to school, and contribute in other ways to their local economy. Employers benefit from a healthier workforce, lower insurance costs, and less absenteeism. Fewer people turn to social services. In 2010, nearly 1 in 5 Oregonians lacked health insurance coverage. Oregon's lawmakers, stakeholders and advocates have worked for a decade to ensure that there are comprehensive health insurance options available for Oregonians and because of that work, today, 94 percent of all Oregonians have health coverage.

In addition, between Medicaid, the Public Employees' Benefit Board (PEBB) and the Oregon Educators' Benefit Board (OEBB), the state purchases health care coverage for approximately 1.2 million Oregonians. There are over 115,000 Oregonians who also purchase federally subsidized coverage through the state's Health Insurance Marketplace, which allows individuals to obtain affordable quality health insurance coverage. Each of these sources of coverage have been key to bringing Oregon's uninsured rate down from 17% in 2010 to 6% in 2017.

¹ Institute of Medicine, *Advancing Oral Health in America* (Washington, D.C.: National Academies Press, April 2011); and Institute of Medicine, *Improving Access to Oral Health Care for Vulnerable and Underserved Populations* (Washington, D.C.: National Academies Press, July 2011).

² Sun BC, et al. "Emergency department visits for non-traumatic dental problems: a mixed-methods study." *Am J Public Health* 2015; 105:947-955.

In 2017, Governor Brown further broadened coverage by signing into law “Cover All Kids”, which extended eligibility for medical assistance to all Oregon children residing in families with incomes up to 300% of the federal poverty level. The legislature also provided funding in the individual private health insurance market for assistance with premiums and out-of-pocket expenses for qualified citizens of the Compact of Free Association (COFA) Pacific Island nations who are residing in Oregon.

Although there is more work to do to improve affordability and sustainability, this expanded coverage has brought important benefits by dramatically improving access to care, improving the quality of care, and creating thousands of new jobs across Oregon. Medicaid coverage is an effective antipoverty program as well; in a 2017 study of various social programs’ impact on poverty, Medicaid accounted for a 3.8 percentage point reduction in the poverty rate, and it is particularly important for people of color. The study showed that Medicaid coverage reduced poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.³

In the next chapter of health care transformation and innovation, Governor Brown is prioritizing the need to improve the social conditions of communities across Oregon.

Medicaid and Coordinated Care Organizations (CCOs)

Oregon has a long history of bipartisan support to provide effective health insurance coverage for as many Oregonians as possible, improve quality, measure outcomes, and involve the community. In 2012, as part of a Medicaid 1115 waiver, Oregon received \$1.9 billion in additional federal funding over 5 years in exchange for a commitment to improve health care access and quality – as well as reduce increases in per capita health care spending – by focusing on population health, prevention, care coordination, and primary care.

Oregon has successfully met those commitments by creating Coordinated Care Organizations (CCOs), which were a new form of managed care organization defined by a new governance structure, global budgets, accountability, transparency, and flexible spending. They are based in the community and charged with coordinating the physical, mental, addiction and oral health services of low-income Oregonians served through the Oregon Health Plan. In 2012, contracts were awarded to 16 regional CCOs with the expectation that they would make improvements in care while also living within a fixed global budget that could grow by no more than 3.4 percent per capita per year.

If CCOs stay within their budget target, meet their quality goals, and provide the required Medicaid services, they have the flexibility to implement innovative quality improvement programs and invest in health-related services that align with their Community Health

³ 10.1377/hlthaff.2017.0331 Health Affairs, 36, No. 10 (2017): 1828–1837 ©2017 Project HOPE— The People-to-People Health Foundation, Inc. (Accessed 8/17/18).

Improvement Plan (e.g., housing supports, food security and community activities that support a healthy population). With flexible spending investments in community-based social services, CCOs have effectively redefined “physical health” to focus on a much broader definition of “community health”.

The state also set up an incentive pool to reward CCOs for meeting or exceeding targets on 17 quality measures, including:

- Cigarette smoking prevalence
- Colorectal cancer screening
- Childhood immunization status
- Controlling high blood pressure
- Controlling blood sugar in people with diabetes
- Application of dental sealants for children
- Depression screening and follow-up
- Prenatal and Postpartum care visits
- Developmental screening for children

Oregon’s health system transformation efforts were based on best practices nationally—focusing on patient-centered primary care and bringing together behavioral health, primary health care, and oral health care—and they have worked. Oregon’s Medicaid reforms and the CCO model have saved taxpayers an estimated \$2.2 billion between 2012 and 2017⁴, and CCOs are continuing to make progress on quality. The latest metrics report shows improvements in several areas including, but not limited to: dental sealants for children, adolescent well-care visits, effective contraceptive use, developmental screenings in the first three years of life, and in health assessments for children in foster care.⁵

An independent analysis of Oregon’s 2012-2017 Medicaid waiver supports these findings, showing that Oregon has spent less per Medicaid member than neighboring Washington, and that it has reduced emergency room visits and “low value” care⁶.

Today, almost 1 in 4 low-income Oregonians receive their health care through the Oregon Health Plan.

Current Landscape: Medicaid & The Oregon Health Plan

In September 2017, Governor Brown asked the Oregon Health Policy Board (OHPB) to provide recommendations to the Oregon Health Authority (OHA) for how the state and CCOs can

⁴ <https://www.oregon.gov/oha/OHPB/MtgDocs/January%2016,%202018%20OHPB%20Retreat%20Board%20Packet.pdf>. See page 57. Accessed on 8-10-18.

⁵ <https://www.oregon.gov/oha/HPA/ANALYTICS-MTX/Documents/2017-CCO-Metrics-Report.pdf>. Accessed on 8-10-18.

⁶ Kushner, J., et al. “Evaluation of Oregon’s 2012-2017 Medicaid Waiver.” *OHSU Center for Health System Effectiveness*, 2017. www.oregon.gov/oha/HPA/ANALYTICS/Evaluation%20docs/Summative%20Medicaid%20Waiver%20Evaluation%20-%20Final%20Report.pdf.

further transform health care to continue improving health outcomes, increase value, and hold down costs. Specifically, the Governor asked for recommendations in the following areas:

- Focus on social determinants of health and equity
- Increase value and pay for performance
- Improve the behavioral health system
- Maintain a sustainable cost growth

OHPB established work groups to address each of the Governor's outlined priority areas, held 10 community meetings around the state with more than 500 attendees, established an online survey for broader public input and obtained input from more than 25 Medicaid and/or health-related committees over the course of the year. OHA has received input from an estimated 2,500 Oregonians. OHPB's recommendations are expected to be delivered to OHA in October 2018, in time to be included as appropriate in the CCO request for applications, expected to be issued in January 2019 for new five-year contracts effective January 1, 2020.

The next phase of Medicaid transformation in Oregon (CCO 2.0) will be in large part defined by the new CCO contracts.

Current Landscape: Oregon Health Insurance Marketplace

In 2018, more than 156,000 Oregonians signed up for private health insurance through the Oregon Health Insurance Marketplace. More than 115,000 Oregonians have qualified for federal tax credits that make health premiums more affordable for moderate-income individuals and families. On average, Oregonians who bought health coverage through the Marketplace and received subsidies for 2018 plans had their premiums reduced by \$410 per month.⁷

The Oregon Reinsurance Program, created during the 2017 legislative session, protects and stabilizes all insurance companies within the individual market, which insures around 200,000 Oregonians in every corner of the state. The positive effect of the Oregon Reinsurance Program provides relief for Oregonians and helps reverse some of the health insurance rate increases related to uncertainty caused by actions at the federal level. For 2018 and 2019 plan years, the program helped reduce individual market rates by approximately 6 percent thereby strengthening our health insurance markets and assuring access to affordable health coverage.⁸

Stable and strong insurance markets contribute significantly to Governor Brown's priorities of supporting Oregon's families and children's access to quality health care. Lower rates also have a positive economic impact for small businesses and a thriving statewide economy.

⁷ https://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/Marketplace-Products/2018_Open_Enrollment.html.

⁸ <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2832> and <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2170>.

Since 2017, federal actions designed to dismantle the Affordable Care Act continue to impose uncertainty and risk on Oregon's insurance markets. The repeal of the individual mandate coupled with new federal regulations designed to expand association health plans and short term, limited duration health insurance policies, fragment a healthy and robust ACA risk pool and indirectly raise health insurance premiums. In the absence of state action, these federal policy changes could lead to large premium increases and market destabilization. Oregon must continue to find solutions to stabilize our health insurance markets and ensure affordable access to health insurance coverage for all Oregonians.

Work done to date

- **Expanded access to health care coverage and access to care to 94% of adults and 100% of children in Oregon.**
 - By directing agencies to maintain coverage for children on the Children's Health Insurance Program (CHIP) in the face of Congressional inaction, the Governor provided stability to 80,000 Oregon children whose access to health care was threatened;
 - Passed "Cover All Kids" in 2017, ensuring that every child in Oregon has access to the health care they need to stay healthy, learn, and play;
 - Secured a Medicaid funding package to preserve coverage for a million Oregonians on the Oregon Health Plan. The package was later affirmed with strong support by the voters in a special election in January 2018; and,
 - Guaranteed access to reproductive health care by passing the Reproductive Health Equity Act (RHEA), which extends access to the full range of reproductive health services and post-partum care to people who can become pregnant, protects care for the people with private and employee sponsored health care through no cost sharing or copays and prohibits discrimination in the provision of reproductive health services.
- **Addressing addiction prevention, treatment and recovery.**
 - Created the Opioid Epidemic Task Force in 2017 as part of a statewide effort to combat opioid abuse and dependency. The Task Force consists of medical experts, drug treatment specialists, and government officials. Their mission is to identify and implement efforts to address the growing opioid misuse and abuse across the state. Among other things, the Task Force has prioritized reducing the number of narcotic pills in circulation, improving access to high quality treatment, facilitating data sharing and the promotion of cutting edge education efforts; and,

- Executive Order 18-01 declares substance abuse and addiction to be a public health crisis in Oregon and calls for the Alcohol and Drug Policy Commission (ADPC) to create a state plan around addiction, prevention, treatment, and recovery. Signed into law a related bill (HB 4137), requiring that the ADPC provide the legislature with recommendations for a strategic plan for addiction prevention and recovery.
- **Reducing health care disparities and expand focus on social determinants of health.** Signed into law HB 4018, which requires that CCOs spend a portion of their annual net income or reserves on services designed to address health disparities and the social determinants of health.
- **Protecting Oregonians from unreasonable health insurance rate increases.** Signed into law the Oregon Reinsurance Program in 2017 to stabilize the individual health insurance market.
- **Supporting Tribal health.** Governor Brown directed the Oregon Health Authority to work closely with Oregon's nine tribes to maximize a federal opportunity to claim 100% federal funding for health care services provided outside of tribal health facilities under specific care coordination agreements.
- **Reducing health care costs.**
 - Signed into law cost containment measures directly affecting the Public Employees' Benefit Board (PEBB) and Oregon Educators' Benefit Board (OEBB) including limiting annual premium increases and per member per month costs to no more than 3.4%;
 - Signed into law a prescription drug price transparency act (HB 4005) that creates transparency and accountability for rising drug costs. HB 4005 also created the Task Force on the Fair Pricing of Prescription Drugs; and
 - Eliminated "double-coverage" for PEBB and OEBB-covered employees who enroll as a member on an OEBB or PEBB plan when they are already enrolled as a dependent on another OEBB or PEBB plan.
- **Protecting people with Pre-Existing Conditions.** Governor Brown has continued to work with Governors of other Medicaid expansion states to lobby the federal government to maintain coverage for Oregonians with pre-existing conditions.

Plan to Sustain Health Transformation in Oregon

To continue Oregon's leadership in providing widespread, quality health insurance coverage at a reasonable cost, the Governor's plan is as follows:

- **Maintain access to health care and ensure coverage.**
 - Work hand in hand with our health care partners to secure long-term, sustainable funding for the Oregon Health Plan (OHP), Oregon’s Medicaid program in order to provide health care coverage for 95% of adults and 100% of kids; optimize federal funds, ensure that program funding comes from a broad revenue base, and provide a longer and more stable funding timeline;
 - Continue to invest primary care infrastructure to build on gains made in initial years of transformation, including Patient-Centered Primary Care Homes (PCPCH), support for robust care teams and data infrastructure. Continued support for a primary care model that weaves together physical, behavioral and oral health ensures Oregon’s providers can thrive as we move from paying for volume to paying for value in CCO 2.0;
 - Continue the Compact of Free Association (COFA) Premium Assistance Program, which provides premium assistance for low-income citizens of the Republic of Marshall Islands, the Federated State of Micronesia, and the Republic of Palau who have relocated to Oregon and who purchase health insurance coverage through Oregon’s Health Insurance Marketplace⁹;
 - Ensure all Oregonians in all parts of the state have access to affordable, high quality health care coverage by using the state’s purchasing power and continue to protect against unreasonable insurance rate increases;
 - Build upon our past success with the CCO model of care coordination, integration, and global budgets; and,
 - Support the development of capacity and diversity of our medical, behavioral and oral health workforce across the state.
- **CCO 2.0 – The Future of Coordinated Care:** Finalize the next round of coordinated care organization contracts to focus on strengthening connections to community-based services that address social determinants of health, reducing health disparities, and improving mental health and addictions services.
 - Address social determinants of health by spurring sustainable community innovation and flexible investments in OHP to ensure that low-income Oregonians have access to the supports and services that allow them to live long, healthy lives—by strengthening connections to public health, early and life-long learning, human

⁹ The Compact of Free Association is an international agreement establishing and governing the relationships of free association between the United States and the three Pacific Island nations of the Federated States of Micronesia, the Marshall Islands, and Palau.

- services, long-term supports, services, quality jobs and affordable housing, thereby improving overall community health;
- Physical, behavior, and oral health providers cannot coordinate effectively without fundamental system changes in the health care delivery system. Create a long-term plan that “weaves” physical, behavioral, and oral health in a way that addresses payment and billing issues, referrals and creates effective communication capabilities between systems;
 - Identify, promote, and expand programs that integrate mental health, addiction health, and oral health into primary health care to further improve health outcomes and reduce long-term costs; and,
 - Increase accountability for equity by increasing efforts to collect consistent, reliable race and ethnicity data to identify health disparities early on.
- **Reduce long-term health care spending overall.** Continue strong cost controls to reduce cost growth below 3.4% in Medicaid, and by at least 2 percentage points below the market for PEBB and OEBB, to ensure that costs do not outpace economic growth.
 - Build on Oregon’s success of setting a cost growth target in public programs by creating an all-payer cost growth target based on the total cost of care to contain costs across the entire health system. Build on Oregon’s data and transparency efforts to identify opportunities to contain costs that are growing faster than the budgets of families, businesses, and state government;
 - Identify and curb cost drivers in the health care system that lead to unwarranted price variation or expenditure growth;
 - Expand the use of value-based payment tools that reward providers for better care and decrease costs across all payers, including Medicaid, PEBB, and OEBB and commercial insurance by reducing the use of low-value care and volume-based reimbursement;
 - Ensure responsible implementation of cost growth controls so that costs are reduced rather than merely shifted unnecessarily to other payers;
 - Promote quality of life improvements, health behaviors, and healthy workforce among state employees;
 - Through CCO contracts, ensure that CCOs invest savings in services that address social determinants of health, such as housing supports, transportation and food security;

- Contain prescription drug costs by paying for value, partnering with other states, and aligning how we pay across state health programs; further explore options to control prescription drug costs through collaboration with stakeholders including prescribers, CCOs and other payers, and technical experts; and,
- Strengthen CCO connections to public health, early learning, human services, long-term supports and services, and affordable housing.
- **Increase access to affordable health insurance for all Oregonians.** Maintain access to affordable health insurance coverage through the Oregon Reinsurance Program, which stabilizes rates and health insurance premiums for Oregonians. Preserve critical consumer protections for vulnerable Oregonians, including protections for people with pre-existing conditions. Take action as needed to protect access to affordable health insurance in Oregon's market and contain premium cost in the face of instability caused by federal policy changes and uncertainty.
- **Increase access to evidence-based mental health and addiction prevention, treatment and recovery services in OHP**
 - Continue investment in addiction and recovery treatment that focuses on a two-generation approach (parents and children);
 - Include clear contracting standards for accountability and transparency in the delivery of behavioral health services provided through CCOs as part of CCO 2.0;
 - Complete the behavioral health workforce needs assessment called for in Oregon's Behavioral Health Collaborative by February 2019, including licensed, unlicensed, certified, uncertified, and registered workforce;
 - Expand in-home intensive behavioral health services for children and youth with specialized needs;
 - Assess barriers to effective use of peer-delivered services; establish clear standards for effective and appropriate use of peer delivered services as part of CCO 2.0;
 - Provide increased access to non-opioid alternative pain treatments;
- **Reduce risk factors for suicide for Oregon youth and adults** by implementing an Oregon Youth Suicide and Prevention Plan and an Adult State Suicide Prevention and Post-Prevention Plan.
- **Modernize public health.** Ensure Oregon has a 21st Century public health system to handle 21st Century public health challenges.
 - Advance public health modernization efforts by strengthening clean drinking water protections, reducing communicable disease risks, increasing immunization rates,

- increasing prevention and helping communities address environmental health threats, such as wildfire, across the state;
- Enhance state investment in public health community capabilities that includes prevention of communicable diseases, emergency preparedness and prevention services; and
 - Create enduring partnerships with tribal, health equity and, culturally specific partners to inform and lead the development of Community Health Improvement plans (CHIPs) and Community Health Assessments (CHA).
- **Increase capacity, retention, and diversity in Oregon’s health care workforce; emphasize cultural responsiveness and language accessibility.**
 - Require integration and utilization of Traditional Health Workers and health care interpreters within CCOs and primary care broadly to ensure enhanced delivery of care and improve outcomes;
 - Ensure that rural and frontier Oregonians have unique needs met by increasing accessibility through telehealth and supporting provider loan repayment and loan forgiveness programs; and,
 - Address provider burnout by improving the work life of health care providers, clinicians and other health care workers.
 - **Provide good job opportunities to Oregonians.** Governor Brown launched Future Ready Oregon in 2018 to provide skill and job training to students and adults, helping to close the gap between the skills that Oregon’s workers have and the skills that Oregon’s growing businesses and rural communities need. Having a good, living-wage job influences health both directly and indirectly. There are myriad links between income and health: the ability to buy better houses in neighborhoods with places to walk and cycle; the ability to buy healthier food and to invest in educational opportunities—all improve health outcomes. Good jobs are formidable tools for narrowing health disparities and containing health care costs.¹⁰
 - Increase career-connected learning opportunities in all schools and community colleges;
 - Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others);

¹⁰ The Urban Institute and the Virginia Commonwealth University’s Center on Society and Health, Income and Health Initiative: Brief Two, “Can Income-Related Policies Improve Population Health?”, April 2015, pp1-10.

- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas;
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs;
- Develop the core competencies needed across the health care industry for non-licensed, non-certified health care occupations and connect this training pathway to the broader health care career pathway, ensuring workers have on and off ramps as they continue to develop their skills; and,
- Support the health workforce caring for our communities by increasing workforce development and licensing opportunities in rural and underserved areas.
- **Support healthy & thriving families.** Parents have the greatest impact on the lives of their children and want the best for their children. The Governor's Children's Cabinet is addressing the needs of families in rural, urban, and frontier Oregon to support parenting regardless of socio-economic circumstances. With a focus on families with children ages 0-5, the goal is to address education, health, human services and housing disparities early on to strengthen families in their communities and ensure that children have the best start in life.
 - Increase access to behavioral health services for children and families, particularly in rural Oregon;
 - Implement a universal home visiting for new parents to increase school readiness, improve health outcomes for children and families, improve family support system and connect families to community services;
 - Strengthen community partnerships for culturally and linguistically specific parenting supports and education;
 - Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships; and,
 - Families can't make good health care decisions if they don't have the ability to obtain or understand basic health information. Increase health literacy by improving communication with plain language; partner with educators to develop language; provide accurate, appropriate health information.

Contact: Tina Edlund, Health Policy Advisor, Office of Governor Kate Brown

Email: tina.edlund@oregon.gov

Phone: 971-209-0604

Health Care Whitepaper budget items

Funding OHP and coverage	\$876m	
Primary care infrastructure	CSL	
COFA	\$1.9m	
Ensure access by using purchasing power	CSL	
Build upon past success	CSL	
Support development of workforce	CSL	This is an inventory. O

CCO 2.0

	\$1.066m	
Physical, behavioral, oral health coordination	\$5.5m+	
Identify programs that integrate physical, behavioral and oral health coordination	\$321k (opiod POP)	
	Part of CCO 2.0 and Public Health	
Increase accountability for equity	Modernization POP	

Reduce long-term spending

Build on success of growth target	CSL	Comes out of SB 419 r
Identify cost drivers	CSL	
Expand use of value-based payment tools	part of CCO 2.0 POP	
Ensure responsible implementation of cost control tools	CSL	
Promoste quality of life improvements for PEBB	CSL	
Implement requirements fo investments in social determinants	CSL	
Contain prescription drug costs	\$418.6k	Also in CSL
Strengthen connections to PH, etc	CCO 2.0	Also in CSL

Increase access

Continue investment in addiction services	CSL	Just increased rates in
Include clear contracting standarda	CSL	
Complete workforce needs assessment	CSL	
Expand in-home behavioral health services	\$6.5m	
Peer-delivered services	CSL	
Provide increased access to MAT	\$312.7k	
Invest in School-Based Mental Health	Part of behavioral health POP	

Reduce risk factors for suicide

\$13.1m (part of a larger behavioral health POP)

Modernize Public Health

\$48.5m

Oregon's Health Workforce

Integration of THW and health interpreters	CSL
Ensure accessibility through telehealth, project ECHO, and provider loan repayment/forgiveness	CSL
Address provider burn out	CSL

Provide Good Job Opportunities

items all came from Berri's whitepaper, so need to get bud

Support healthy and thriving families

Increase access to BH services, especially for children	BL
Implement universal home visiting	\$4.1m
Strengthen community partnerships	BL
Provide culturally competent parenting education	Believe ELD has a POP for this....tracking that down.

HA working on this now.

recommendations, so there may be a bill to make this a bigger effort

Feb. 2018

lget numbers from her

From: [KONDAYEN Kate * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Cc: [PAIR Chris * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Gov. Brown's education plan
Date: Wednesday, August 29, 2018 4:07:55 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
Importance: High

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OREGONIAN MEDIA GROUP

Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
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hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung

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Date: Wednesday, August 29, 2018 at 1:16 PM

To: Helen Jung <hjung@oregonian.com>

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Sorry for delay in getting back to you, I was in a meeting. If you haven't already, would you take a deep dive on the [agenda itself](#) and shoot me over your most high-level questions?

Best,
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Press Secretary
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O: 503.378.6496 | **M:** 503.689.0248

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<image003.png>

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O: 503.378.8197 | M: 503.559.5938

From: Helen Jung <hjung@oregonian.com>

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To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Christian Gaston
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Subject: Gov. Brown's education plan

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OREGONIAN MEDIA GROUP

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Cc: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Gov. Brown's education plan
Date: Wednesday, August 29, 2018 4:13:37 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Looks good.

Chris Pair
M: 503-559-5938
O: 503-378-8197

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<image001.png>

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From: [CAPPS Lindsey D * GOV](#)
To: [BHATT Pooja * GOV](#); [CALDERON Miriam - ELD](#)
Cc: Berri.leslie@state.or.us
Subject: Re: ELD Eboard Letter
Date: Wednesday, August 29, 2018 4:14:43 PM

I don't have any additional substantive edits to the letter, [REDACTED]
[REDACTED] I do wonder whether
reference to ELD Capacity in the agency action section ought to be stated as Child Safety.

Pooja and I have been playing phony tag to coordinate on thoughts so expect more thoughts there.

From: TATE Ben - ELD <ben.tate@state.or.us>
Date: August 29, 2018 at 2:42:41 PM MDT
To: BHATT Pooja * GOV <Pooja.BHATT@state.or.us>, CAPPS
Lindsey D * GOV <Lindsey.D.CAPPS@state.or.us>, KORESKE
Debbie * GOV <Debbie.KORESKE@state.or.us>
Cc: MANDELL David P - ELD <david.mandell@state.or.us>,
TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, CALDERON
Miriam - ELD <miriam.calderon@state.or.us>, CRAGER Rick -
ODE <rick.crager@state.or.us>
Subject: ELD Eboard Letter

Hello,

Miriam asked me to send you our revised Eboard letter based on the
conversation on Monday. [REDACTED]
[REDACTED]
[REDACTED] I wanted to get this out to you now to
allow time for review.

Please let us know if you have any changes. Rick and company are ready
to finalize and submit today at 5pm.

Thanks,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ ben.tate@state.or.us

fb.me/OREarlyLearning

<ODEDHSChildCareLimitationv5.docx>

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Fwd: Gov. Brown's education plan
Date: Wednesday, August 29, 2018 4:51:47 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)

Sent from my iPhone

Begin forwarded message:

From: Helen Jung <hjung@oregonian.com>
Date: August 29, 2018 at 4:33:18 PM PDT
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Since this afternoon is bad for you, how about if we talk tomorrow morning. I have some follow up questions on your responses and want to make sure I'm understanding what you are saying correctly. Name a time that works for you.



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 4:18 PM
To: Helen Jung <hjung@oregonian.com>
Subject: Re: Gov. Brown's education plan

Hi Helen,

Thanks for your patience. Please see responses to your questions below:

How will the governor pay for her proposals? Does she have an estimate on what class-size reductions or the increased preschool investment will cost?

Similar to how she led the transportation package, the Governor is approaching funding for her education agenda just as she has with other issues that affect all Oregonians—through a consensus-driven process that brings involved stakeholders together to work collaboratively on a viable solution. Specific funding needs and streams will be outlined in her budget.

Will the governor seek significant changes to pension or health care benefits in order to pay for this investment?

Governor Brown believes that balancing the budget on the backs of our teachers and cutting their retirement is the wrong approach, and we know that lowering health benefits doesn't provide cost-savings, as it drives up emergency health costs. Teachers work very hard every day to serve our children in incredibly demanding jobs, and investing in our classrooms means investing in them.

What convinced her to fully fund Measure 98 now? Why did she recommend less than half the funding that the measure called for in the last biennium?

The Governor has always supported Measure 98, and the budget is in good enough shape that she can make significant changes.

What outcomes will the state track in order to measure whether school districts are making gains?

Education outcomes are tied to health, criminal justice, and economic gains, and the real aim is to enable more Oregonians to thrive. But there are many metrics of success in the agenda, so you may want to look at specific strategies and see what outcomes are listed there. The Governor's measurable education goal is to increase the graduation rate to 90 percent within 4 years, and tracking mechanisms are already in place via ESSA data gathering and reporting

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 1:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Email is fine to start with, but I hope you'll be available by phone for clarification if need be.

How will the governor pay for her proposals? Does she have an estimate on what class-size reductions or the increased preschool investment will cost?

Will the governor seek significant changes to pension or health care benefits in order to pay for this investment?

What convinced her to fully fund Measure 98 now? Why did she recommend less than half the funding that the measure called for in the last biennium?

What outcomes will the state track in order to measure whether school districts are making gains?



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 1:31 PM
To: Helen Jung <hjung@oregonian.com>
Subject: Re: Gov. Brown's education plan

Phone isn't going to work this afternoon, but I am more than happy to help get you info. What questions are top of mind for you?

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 1:26 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

I did read through it extensively, but I think a phone call would be easiest. Do you have time for a chat?



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 1:16 PM
To: Helen Jung <hjung@oregonian.com>
Subject: Re: Gov. Brown's education plan

Hi Helen,

Sorry for delay in getting back to you, I was in a meeting. If you haven't already, would you take a deep dive on the [agenda itself](#) and shoot me over your most high-level questions?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 11:24 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

Thanks, Chris.

Hi Kate,

Do you have time for a call today about some of the details in the education plan?

Thanks,

Helen



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Wednesday, August 29, 2018 at 11:21 AM

To: Helen Jung <hjung@oregonian.com>, Christian Gaston
<christian@katebrownforegon.com>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

Hi Helen,

Please refer any questions regarding the Governor's agenda itself to Kate Kondayen and I. Please refer any comparisons to Knute Buehler's positions on education or any other campaign related questions to Christian.

Thanks,

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 10:44 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Christian Gaston
<christian@katebrownfororegon.com>

Subject: Gov. Brown's education plan

Hi Chris and Christian,

I have a few questions about the governor's plan for education. Can you direct me to the best contact on this?

Thanks,

Helen



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung



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From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#); [PAIR Chris * GOV](#)
Subject: Fwd: Draft YMCA Letter
Date: Wednesday, August 29, 2018 4:57:55 PM

Sent from my iPhone

Begin forwarded message:

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: August 29, 2018 at 4:56:16 PM PDT
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: FW: Draft YMCA Letter

Can you review ASAP- by 6? feel free to call me

From: TAYLOR Dawn - ELD [dawn.taylor@state.or.us]
Sent: Wednesday, August 29, 2018 4:51 PM
To: BHATT Pooja * GOV
Subject: RE: Draft YMCA Letter

Here's the next draft

Dawn Taylor | Director of Child Care
EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION
OFFICE 503.947.1418 | MOBILE 503.779.3645

From: BERNT Betty - ELD
Sent: Wednesday, August 29, 2018 3:01 PM
To: TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>
Subject: FW: Draft YMCA Letter

Dear Parent or Guardian,

I am writing to follow up on information provided to you regarding the YMCA Moda Tower Child Development Center (YMCA) and to apologize for the lack of clarity for the communication we sent out. This letter is intended to provide further clarity about the packet of information you received regarding the notice of intent.

The Early Learning Division, Office of Child Care (OCC) recently began notifying

families of enforcement actions that could disrupt their current child care arrangement. OCC is committed to improving communication with families, aligned with our values that put child safety as a top priority. This includes sharing information about the safety of care, including sharing information about the results of our monitoring visits to programs with families via our [Child Care Safety Portal](#).

While we strive for full transparency with families, we cannot always share all the information pertinent to our decision on an enforcement action. Some information is highly sensitive and involves partnering with other agencies and is confidential, and cannot be disclosed. For these reasons, the packet you received included redacted sections of the notice of intent to revoke.

I want to clarify key timelines for this action. The YMCA has 21 days from the date of the letter to request a hearing. If the YMCA requests a hearing there are several steps to move through the legal process. The timing varies throughout this process, but the YMCA will remain open during the hearing process.

If you have any questions or would like updates about this particular matter, please do not hesitate to contact the OCC directly at 1-800-556-6616. You can also utilize 211 and the Child Care Safety Portal for information about locating safe and quality child care.

We are committed to ensuring every young child in our state is cared for in a safe and nurturing environment.

Sincerely,

Miriam Calderon
Early Learning System Director

From: [LESLIE Berri * GOV](#)
To: [KORESKE Debbie * GOV](#); [BLOSSER Nik * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: White Paper - 5 year plan for Oregons Vulnerable Families V28296pm.docx
Date: Wednesday, August 29, 2018 5:25:56 PM
Attachments: [White Paper - 5 year plan for Oregons Vulnerable Families V28296pm.docx](#)

Here you go.....

The housing portion feels WAY more specific than the other stuff but I decided better to leave it as-is and let ya'll decide whether to pare it back.

Something happened with my footnotes on one of the pages but I didn't want to spend 30-minutes trying to fix it and delay getting this to you any later.

Thanks for working on this!

Berri

Addressing Root Causes: A 5-Year Plan for Oregon's Vulnerable Kids

Last Updated: 5:30pm on 8/29

Vision and goal

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

Breaking the cycle of poverty is our greatest hope to accomplishing that goal, and we will do it by focusing on the root causes of poverty for families with young children. Education, affordable housing, quality child care, family support, and health care are the foundations for healthy, stable, and attached families.

This is Governor Brown's five-year plan for helping every family reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

Background

In the United States today, poverty is inextricably linked with geography and race. Those three factors are fortune tellers of a child's future. Despite the hard work and best intentions of many people to help children and families and many costly interventions, we have failed to change the trajectory of these children and families, resulting in a failed foster care system, increased health care costs, higher crime, and homelessness.

Families across the United States who pay more than 30 percent of their income for housing are considered cost burdened and may have difficulty affording necessities such as food, clothing, transportation and medical care. An estimated 12 million renter and homeowner households now pay more than 50 percent of their annual incomes for housing. A family with one full-time worker earning the minimum wage cannot afford the local fair-market rent for a two-bedroom apartment anywhere in the United States.

In addition, there is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 percent and 50 percent of the prison population grew up in families in the bottom quintile of income distribution.¹ And in 2012, 46 percent of all men in custody were boys who grew up in a single

¹ Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

parent household in the bottom 30 percent of wage-earning households. (Looney, 2018). Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon’s total population.²

Additionally, children from families experiencing poverty are more likely to be neglected and abused. Data from the Study of Child Abuse and Neglect (<https://www.childwelfare.gov/topics/systemwide/statistics/nis/>) shows that poverty is a reliable predictor of maltreatment-especially neglect. That study found that children from families with low incomes were more than three times as likely to be abused and about seven times as likely to be neglected. In Oregon, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. Parental substance use disorders are involved with nearly three quarters of all foster care placements. (Estimate is derived from a 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul). For complete details about Governor Brown’s plan for foster care, go to: <http://www.....>

Despite an improving economy, more and more Oregon children are experiencing poverty and homelessness. In 2017, Oregon had the second-highest rate of unsheltered homelessness among people in households with children in the U.S.³ The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members, sometimes in dangerous and unhealthy conditions. In some counties, more than 10 percent of students are experiencing a form of homelessness.⁴ Families with children under five are twice as likely to experience poverty – families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.⁵

These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon’s African American population lives in poverty, compared with 11 percent of non-Hispanic white Oregonians, according to the Oregon Business Council’s Poverty Report.

² Oregon Youth Authority Quick Facts. January 2018

³ Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources

⁵ The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

While 62 percent of all Oregonians are homeowners, just 30.5 percent of African-Americans and 42 percent of Hispanics and Native Americans own their homes.⁶

Across counties, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.⁷ Parts of rural Oregon also experience housing costs that can be 30 percent higher than other parts of Oregon.

The high incidences of poverty, homelessness, and rising housing costs mean many of these families cannot access preschool or child care, in order to get their children off to a strong start, Oregon's state preschool programs (Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education) reach less than 30 percent of eligible children and families. And according to the 2017 Childcare Aware report, Oregon has the fourth least-affordable child care in the country. Consider these barriers to early care and education:

- Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.⁸
- Children from families with the lowest incomes have the most limited child care choices and are least likely to be able to access high-quality care.
- For a family making a median income and with just one infant in care, child care, housing and food costs are nearly 70 percent of the monthly household budget.
- Thirty-one percent of *all* renter household families with children under five are spending more than half of their incomes on rent – considered severely housing cost-burdened.
- For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that families have little or no cushion for basic necessities. As a result, families are just one minor financial emergency away from losing their homes.

Best practices

We already know that education, stable housing, jobs, living wages, food security, access to health care and affordable and safe child care are the building blocks for families to thrive. Research shows that quality early education creates benefits that last a lifetime. Many of these programs have two-generations of benefits, allowing the parent to build their career while offering the child the services they need to be successful. Investments made now will pay off in reduced social service and public safety costs along with increased productivity and a healthier workforce in the future.

Early care and education:

It is well-documented that benefits of universal high-quality prekindergarten and early childhood programs are especially beneficial for children from low-income families.⁹

⁶ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁷ The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

⁸ **None provided**

⁹ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B.

- Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.¹⁰
- Children living in higher-quality housing have higher kindergarten readiness scores¹¹.
- Evidence and data show us that when families have better access to these supports they are more likely to build opportunities for themselves and their children.

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹² and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹³

Access to health care: Medicaid is among the most effective antipoverty programs. Medicaid reduced the national poverty measure by 3.8 percentage points. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits. (Georgetown 2018). Medicaid is particularly important for people of color. It reduced the poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.

A multi-disciplinary approach

Rebuilding the middle class and providing hope to Oregon families is why Governor Brown convened her Children's Cabinet in 2017. The Cabinet is made up of leading experts in health,

(2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

¹⁰ Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.
10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

¹¹ Coulton, C., Richter, F., Kim, S., Fischer, R., Cho, Y. (2016). Temporal effects of distressed housing on early childhood risk factors and kindergarten readiness. *Children and Youth Services Review*, 68, 59-72.

¹² Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

¹³ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.

housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet has also worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

This coordinated and collaborative approach was one of the two consensus conclusions of the Poverty Workgroup convened by the Chief Education Office (CEdO) in 2015: “Cross-sector anti-poverty approaches that include different agencies like Department of Human Services (DHS), Oregon Housing and Community Services (OHCS), and Oregon Health Authority (OHA) and regional initiatives like Coordinated Care Organizations, Early Learning Hubs, and Regional Achievement Collaboratives will be most effective at raising educational attainment and eliminating barriers for students from families in poverty.” Furthermore, regional and local community leaders can engage in ongoing professional learning opportunities that help set the foundation for sharing, aligning, and improving the collective efficacy in serving children and families in poverty and helping them navigate the often overlapping health, social service, and education systems.¹⁴

Further, Oregon’s experience with the development and implementation of Coordinated Care Organizations (CCOs) demonstrates that it is possible to provide adequate health care access, improve population health, while also slowing the growth of health care spending. This innovative approach of state and federal governments setting clear and measurable outcome metrics while also allowing greater flexibility in funding streams allowed local communities to better coordinate services and achieve the “triple aim” of Oregon’s nationally recognized health care model. In the future, the Children’s Cabinet will explore applying this approach to the social and educational services for children and their families.

Plan

We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to rebuild the middle class and create opportunities that build on themselves we need to make deeper investments in early care and education, health supports, and housing for families.

I. INVEST IN HEALTHY FAMILIES:

- Continue providing quality, affordable health care to all Oregon children under 300 percent of the poverty line through Medicaid and the Children’s Health Insurance Program (CHIP).
- Increase access to evidence-based addiction and recovery support services for families with young children, including a two-generation approach to treatment that focuses on the adult and child needs in a family simultaneously.
- Implement universal home visiting over the next three biennia to provide support to new parents and put them on a path to success early.

¹⁴ Oregon Chief Education Office (2017). Practices to Improve the Achievement of Students in Poverty. House Bill 4057 (2016) Legislative Report

- Provide culturally competent parenting support to families through existing philanthropic and community-based partnerships.
- Increase access to behavioral health services for children and families, particularly in rural Oregon.
- Expand the continuum of behavioral health services to include early intervention and prevention.
- Increase access to nutritional food sources and improve food security.
- Provide supplemental health screening for children.
- Provide child care and transportation supports during transition to healthy families.

II. INCREASE QUALITY, AFFORDABLE CHILD CARE:

- Expand access to high-quality infant and toddler child care for working parents across Oregon that meet their cultural, linguistic, and scheduling needs.
- Increase child care subsidies for low-income families so they can continue to work knowing their children are safe in care.
- Increase funding to Early Intervention/Early Childhood Special Education programs, which support children with developmental delays and disabilities.
- Support business, education development, and incentives among Oregon's child care provider community to increase the stability and growth of child care access.

III. EXPAND QUALITY PRESCHOOL TO ALL VULNERABLE KIDS:

- Expand access to high-quality preschool programs across the state, especially to children living in low-income households, dual language learners, children of color, and children with developmental delays and disabilities.
- Provide support to and monitoring of preschool programs receiving State funds to ensure that quality and equity objectives are met.
- Support the existing preschool workforce, maintain and improve upon its cultural and linguistic diversity, and continue to improve compensation through the creation of degree pathways from the AA to BA level that include financial support, as well as supports needed to work full-time and complete a degree. In addition, we must support on-going high-quality professional learning for preschool educators.

IV. END CHILDREN'S HOMELESSNESS

- Develop 2,200 - 2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.¹⁵
- Dedicate General Fund to address Oregon's homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of

¹⁵ OHCS estimate based on current LIFT investment experience.

Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources and to deliver the most impactful results for homeless individuals and families.

- Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown’s Children’s Cabinet, in conjunction with OHCS and the Department of Human Services’ Family Self Sufficiency agency, is encouraging interagency partnerships and coordination to support a **\$20 million** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.¹⁶
- Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the “Acquisition of Naturally Occurring Affordable Housing Investment” fund.¹⁷
- Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- Build on successful strategies to increase low-income renters’ access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters’ access to legal resources by providing up to **\$20 million** in investments.

V. HELP PARENTS GET A BETTER JOB TO SUPPORT THEIR FAMILIES

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.

¹⁶ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

¹⁷ OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

Implementation

On Sept. 4, the Governor's Children's Cabinet will be making their final recommendations about how to close the gaps in child care, housing, early learning and health care. These proposals will include evidence-based solutions, the cost to implement the solutions, metrics to evaluate effectiveness and an implementation timeline.

Author

Name: Berri Leslie

Title: Deputy Chief of Staff

Email: berri.leslie@oregon.gov

Phone: 503-881-2427

Other contributors: Kate Kondayen, Shalee Hodgson, Pooja Bhatt

From: [SIEGEL Marc - ODE](#)
To: [FISHER Nikki * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: RE: ODE request// school safety/emergency preparedness
Date: Wednesday, August 29, 2018 5:28:52 PM

Thanks!



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Sent: Wednesday, August 29, 2018 3:13 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: ODE request// school safety/emergency preparedness

- Events of the past decade have proven that successful emergency response and recovery actions are the result of a proactive state posture. The destruction left behind by natural or human-caused disasters creates ongoing hardships and economic challenges for the whole community. While the federal government is an invaluable partner in resolving crises, local cities, counties, tribes and the State of Oregon bears initial responsibility for saving lives and protecting property and the environment.
- It is critical that the State is ready to respond to a major natural disaster like the natural disaster like a Cascadia Subduction Zone earthquake and ensuing tsunami.
- But even more critical is that individual citizens and communities also prepare for disaster themselves. Oregonians should have emergency plans for their families, and their homes should be stocked with food, water, and all critical items to help them sustain extended periods of time without electricity or plumbing.
- There is no single solution that will prevent every shooting, but we must and we will do better to prevent these types of senseless violence.
- We must keep looking ahead to the next step towards stopping senseless gun violence. Continue to demand change.
We need national action and federal legislation.
To the students who are watching this today, continue making your voices heard.
Continue to hold policymakers makers' feet to the fire.
Now's the time for real change!

I've attached some lines from past statements and we were hoping you could rework it and send back to us for review.

--

Nikki Fisher

Press Secretary

Office of Governor Kate Brown

503.689.2509

From: [LESLIE Berri * GOV](#)
To: [BHATT Pooja * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: RE: Draft YMCA Letter
Date: Wednesday, August 29, 2018 5:31:25 PM

I rarely edit things but am finding myself completely rewriting this – do I have to have my edits in by 6 or can I send them anytime tonight?

From: BHATT Pooja * GOV
Sent: Wednesday, August 29, 2018 4:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: FW: Draft YMCA Letter

Can you review ASAP- by 6? feel free to call me

From: TAYLOR Dawn - ELD [dawn.taylor@state.or.us]
Sent: Wednesday, August 29, 2018 4:51 PM
To: BHATT Pooja * GOV
Subject: RE: Draft YMCA Letter

Here's the next draft

Dawn Taylor | Director of Child Care
EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION
OFFICE 503.947.1418 | MOBILE 503.779.3645

From: BERNT Betty - ELD
Sent: Wednesday, August 29, 2018 3:01 PM
To: TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>
Subject: FW: Draft YMCA Letter

Dear Parent or Guardian,

I am writing to follow up on information provided to you regarding the YMCA Moda Tower Child Development Center (YMCA) and to apologize for the lack of clarity for the communication we sent out. This letter is intended to provide further clarity about the packet of information you received regarding the notice of intent.

The Early Learning Division, Office of Child Care (OCC) recently began notifying families of enforcement actions that could disrupt their current child care arrangement. OCC is committed to improving communication with families, aligned with our values that put child safety as a top priority. This includes sharing information about the safety of care, including sharing information about the results of our monitoring visits to programs with families via

our [Child Care Safety Portal](#).

While we strive for full transparency with families, we cannot always share all the information pertinent to our decision on an enforcement action. Some information is highly sensitive and involves partnering with other agencies and is confidential, and cannot be disclosed. For these reasons, the packet you received included redacted sections of the notice of intent to revoke.

I want to clarify key timelines for this action. The YMCA has 21 days from the date of the letter to request a hearing. If the YMCA requests a hearing there are several steps to move through the legal process. The timing varies throughout this process, but the YMCA will remain open during the hearing process.

If you have any questions or would like updates about this particular matter, please do not hesitate to contact the OCC directly at 1-800-556-6616. You can also utilize 211 and the Child Care Safety Portal for information about locating safe and quality child care.

We are committed to ensuring every young child in our state is cared for in a safe and nurturing environment.

Sincerely,

Miriam Calderon
Early Learning System Director

From: [KONDAYEN Kate * GOV](#)
To: [BHATT Pooja * GOV](#); [LESLIE Berri * GOV](#)
Cc: [MORAWSKI Lisa - CEDO](#); [PAIR Chris * GOV](#)
Subject: Re: Draft YMCA Letter
Date: Wednesday, August 29, 2018 5:43:54 PM

I restructured and rewrote so fully I stopped tracking my changes by highlighting. This is very quick and dirty editing and I'm happy to revisit again this evening, but the timeline is completely unacceptable for parents who may need to be able to anticipate a major shift in their lives and budgets. I think the resources paragraph that follows could be fleshed out to make parents feel like there is more recourse than essentially starting from scratch with no guidance on those websites.

+Chris and Lisa as FYI or edits if they care to jump in

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Wednesday, August 29, 2018 at 4:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: FW: Draft YMCA Letter

Can you review ASAP- by 6? feel free to call me

From: TAYLOR Dawn - ELD [dawn.taylor@state.or.us]
Sent: Wednesday, August 29, 2018 4:51 PM
To: BHATT Pooja * GOV
Subject: RE: Draft YMCA Letter

Here's the next draft

Dawn Taylor | Director of Child Care
EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION
OFFICE [503.947.1418](tel:503.947.1418) | MOBILE [503.779.3645](tel:503.779.3645)

From: BERNT Betty - ELD
Sent: Wednesday, August 29, 2018 3:01 PM
To: TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>
Subject: FW: Draft YMCA Letter

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I am writing to follow up on information provided to you regarding the YMCA Moda Tower Child Development Center (YMCA) and to apologize for the lack of clarity for the communication we sent out on August 20. This letter is intended to provide you with a status overview and timeline of the case at YMCA, and to share resources for you and your

family, as well as to clarify provide further clarity about the packet of information you received regarding the notice of intent.

The Early Learning Division, Office of Child Care (OCC) is committed to improving communication with families, which we feel is an integral component of prioritizing child safety. This includes sharing information about the safety of care and information about the results of our monitoring visits to programs with families via our [Child Care Safety Portal](#).

Last week, the OCC notified you and other families whose children are in care at the YMCA of enforcement actions at that facility that could disrupt your current child care arrangements. While we strive for full transparency with families, we cannot always share all the information pertinent to our decision on an enforcement action, and the YMCA investigation is one such instance. Some information is highly sensitive and involves partnering with other agencies and is confidential, and cannot be disclosed due to privacy for young children and their families. For these reasons, the packet we sent on August 20 provided what official documentation we were able to share (a notice of intent to revoke), which was in technical language, and contained redactions for privacy of children.

We'd like to provide more context around those official documents. The YMCA has had a number of instances of violations of regulatory code of varying degrees, prompting us to question the facility's ability to provide safe care. As such, we have begun proceedings with YMCA to revoke their license.

I want to clarify key timelines for this action.

- The YMCA has 21 days from the date of the initial letter to request a hearing. GIVE THE INITIAL LETTER DATE AND DEADLINE DATE.
- If the YMCA requests a hearing there are several steps to move through the legal process. FLESH THIS OUT
- The timing varies throughout this process, but the YMCA will remain open during the hearing process. THIS IS AN UNACCEPTABLE TIMELINE. PARENTS NEED REAL INFO SO THEY CAN PLAN ONE WAY OR ANOTHER.

If you have any questions or would like updates about this particular matter, please do not hesitate to contact the OCC directly at 1-800-556-6616. For information about locating safe and quality child care, information is always available at 211 and the Child Care Safety Portal.

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Sincerely,

Miriam Calderon
Early Learning System Director

From: [LESLIE Berri * GOV](#)
To: [KONDAYEN Kate * GOV](#); [BHATT Pooja * GOV](#)
Cc: [MORAWSKI Lisa - CEDO](#); [PAIR Chris * GOV](#)
Subject: RE: Draft YMCA Letter
Date: Wednesday, August 29, 2018 5:54:37 PM

This is so much better Kate. I'll read again after Lisa reviews.

From: KONDAYEN Kate * GOV
Sent: Wednesday, August 29, 2018 5:44 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Cc: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Draft YMCA Letter

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+Chris and Lisa as FYI or edits if they care to jump in

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Date: Wednesday, August 29, 2018 at 4:56 PM
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Subject: FW: Draft YMCA Letter

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To: BHATT Pooja * GOV
Subject: RE: Draft YMCA Letter

Here's the next draft

Dawn Taylor | Director of Child Care
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and quality child care, information is always available at 211 and the Child Care Safety Portal.

We are committed to ensuring every young child in our state is cared for in a safe and nurturing environment.

Sincerely,

Miriam Calderon
Early Learning System Director

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: When you get back to computer tonight...
Date: Wednesday, August 29, 2018 5:57:49 PM

I am connected but it's still showing errors. Will fix. Have a thing from 6-7 then back on this till we're done.

Sending a PDF around and dropping indesign file in drive now.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 3:02 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: When you get back to computer tonight...

Connect to adobe cloud and typekit will activate. The fonts are pulled from there.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 29, 2018, at 3:00 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Please drop Century Gothic and Century Gothic Bold font packages. Hopefully then I'll be able to link everything and can process final PDFs.

From: [KONDAYEN Kate * GOV](#)
To: [BLOSSER Nik * GOV](#); [LABAR James * GOV](#); [PAIR Chris * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 6:06:21 PM
Attachments: [Housing KK 6 PM.pdf](#)

Hi all,

Updated PDF attached, and updated InDesign file in the drive for Chris. I just made annotated changes, but will do another full review after 7:00 PM too.

James, can you send along the new closing paragraph?

Best,
Kate

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Okay – here are what I hope are final edits in the attached annotated version.

A few key points:

1. The Exec summary is too long so I cut it a bit. Would like to cut more, but we need the language in there about rental protections so don't think we can.
2. The third bullet of the plan needs to be "Invest in Permanent Supportive Housing for the Chronically Homeless" – I noted that.
3. We need periods at the end of every one of the italicized descriptions. I noted that.
4. James caught some of the bigger issues I saw.
5. Who is the Harney County partner? Right now it says "PARTNER NAME"
6. James, we need a paragraph at the end of agenda item #4 about apprenticeships in rural Oregon for construction. We talk about it in the italicized summary (which I rewrote).

After this and getting items 5 and 6 from James I think we are good. I would like to have the Governor take one last look at the final, if possible.

- Nik

Nik Blosser
Chief of Staff

Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:32 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Thanks, James.

Chris, I'll go in and make these changes now. Will let you know when I've re-uploaded the file.

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:31 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: RE: Housing in layout

All,

Read layout. Scanned word doc. Looks good. Two corrections needed in the layout version.

1. In layout version, p. 15 it says, (misspelling and duplicative)

"End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs"

Needs to say:

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon

2. In layout version, p. 16 it says, (missing words)

Dedicate resources
Emergency Housing Assistance
(EHA) and State Homeless
Assistance Program (SHAP).
OHCS is working with Oregon's

Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

Needs to say

Dedicate resources to address Oregon's homeless crisis by raising the funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

From: PAIR Chris * GOV
Sent: Wednesday, August 29, 2018 11:09 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

All edits are included in the attached. I've also included a clean word doc to add any copy edits to. If you have layout edits, please mark up the PDF or send a list of edits.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:31 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Updated numbers in the goal are attached. James, when Chris sends around the updated version in layout, please look closely to make sure I subbed the language in every possible place—I just found one.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Thanks, Nik!

James also just got info from OHCS that we can actually triple instead of over double the pipeline. I will go into the Word doc now and add into Goal #4 and redistribute for reference.

Language:

“Triple the existing pipeline – up to 25,000 units by 2023”

Rationale:

- Consistent time horizon with statewide housing plan. Language will be identical in both documents.
- We are concerned about the roughly 3,000 units that get us from the 19-21 math to 20,000 by 2021.

Here is the math.

We used what's below which gets us to 17,500 units by the end of 2021, and then we assumed 2021-23 numbers:

4,000 doc fee and LIHTC (some slight changes expected in LIHTC due to federal changes)

4,000 (same level of funding in gov budget for 21-23)

1,200 accelerator

=9,200

9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:18 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: Re: Housing in layout

All – Great job. Please put the attached back into layout so we can get this finalized. Here are the steps:

1. Put into layout (attached)
2. Final review by Governor and the whitepaper team
3. Make the call about checking with any external stakeholders
4. Go live

Still could happen later today I think, but might be tomorrow am.

A few notes on the latest draft:

- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let's make a final call on this after seeing it in layout.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:05 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Not a problem to include Attachment #2

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:35 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: RE: Housing in layout

All,

Here you go. I attached "Attachment #2, which is for footnote 17. If a pain to lay out, I'd just remove footnote. Not a pain, please include. I think it works either way.

This thing is looking good. Thanks to all.

Thanks,

James

From: LABAR James * GOV
Sent: Wednesday, August 29, 2018 9:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: RE: Housing in layout

Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

From: BLOSSER Nik * GOV
Sent: Wednesday, August 29, 2018 7:47 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:47 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Housing in layout

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

Housing Policy Agenda: Housing Stability for Children, Veterans and the Chronically Homeless and Increased Housing Supply for Urban and Rural Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 29, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that focus on areas where the impacts of the housing shortage are the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. One overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases.



Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing for the Chronically Homeless*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by tripling the existing pipeline—25,000 homes by 2023, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than white Oregonians.³

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



According to the [2017 Point-in-Time count](#), 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

4. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

5. National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet is a collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Urban Oregonians are not the only people facing housing challenges. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable.

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.



Recent Accomplishments

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include¹⁷:

ONE: Increased development of affordable homes

Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource

that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Please see Attachment 2, Milestones Table for more detail.

18. Note: All three numbers include preservation as well as new homes.



THREE: Rural Housing Projects

In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald: GK Machine and the City of Donald
- Pacific City: Nestucca Ridge Development
- Warm Springs: Jefferson County School District
- Harney County: Community Response Team
- Lincoln County: Proud Ground

FOUR: Supporting First-time Home-buyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a Statewide Housing Roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's agenda has four strategies that focus on areas where the impacts of the housing shortage have been the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases.



The Governor's Strategies:

ONE: Prioritize Ending Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹

TWO: House Oregon's Veterans

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon.

THREE: Invest in Permanent Supportive Housing for the Chronically Homeless

Moving people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing.

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies.



ONE: Prioritize Children's

Homelessness: *Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.*

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused

effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

B. Dedicate resources to address the homeless crisis by raising funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and

19. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

20. OHCS estimate based on current LIFT investment experience.



to deliver the most impactful results for homeless individuals and families.

C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.

E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

21. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

22. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's

Veterans: *Finish the job of ending veteran homelessness in Oregon*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a by-

name list of homeless veterans, allowing for real time data collection and detailed outcome tracking. The by-name lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

23. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.



THREE: Invest in Permanent Supportive Housing for the Chronically Homeless: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing

- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS



development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Increase Oregon's housing supply in both metropolitan and rural areas by a) expanding the workforce housing initiative, b) improving the path to build and permit innovative building types, and c) promoting training and apprenticeship programs for construction, particularly in rural Oregon.*

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner



with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

partnerships between employers and communities throughout Oregon.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make \$20 million available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

The Greater Oregon Housing Accelerator will use \$15 Million in resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative



In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce.



From: [MORAWSKI Lisa - CEDO](#)
To: [LESLIE Berri * GOV](#); [KONDAYEN Kate * GOV](#); [BHATT Pooja * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: RE: Draft YMCA Letter
Date: Wednesday, August 29, 2018 6:10:08 PM
Attachments: [ELD letter LM edits.docx](#)

I agree this is much better. I made a few more edits/suggestions, attached.

Lisa

From: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Sent: Wednesday, August 29, 2018 5:55 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Cc: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: Draft YMCA Letter

This is so much better Kate. I'll read again after Lisa reviews.

From: KONDAYEN Kate * GOV
Sent: Wednesday, August 29, 2018 5:44 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Cc: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Draft YMCA Letter

I restructured and rewrote so fully I stopped tracking my changes by highlighting. This is very quick and dirty editing and I'm happy to revisit again this evening, but the timeline is completely unacceptable for parents who may need to be able to anticipate a major shift in their lives and budgets. I think the resources paragraph that follows could be fleshed out to make parents feel like there is more recourse than essentially starting from scratch with no guidance on those websites.

+Chris and Lisa as FYI or edits if they care to jump in

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Wednesday, August 29, 2018 at 4:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: FW: Draft YMCA Letter

Can you review ASAP- by 6? feel free to call me

From: TAYLOR Dawn - ELD [dawn.taylor@state.or.us]
Sent: Wednesday, August 29, 2018 4:51 PM
To: BHATT Pooja * GOV
Subject: RE: Draft YMCA Letter

Here's the next draft

Dawn Taylor | Director of Child Care

EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION

OFFICE 503.947.1418 | MOBILE 503.779.3645

From: BERNT Betty - ELD

Sent: Wednesday, August 29, 2018 3:01 PM

To: TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CALDERON Miriam - ELD
<Miriam.Calderon@ode.state.or.us>

Subject: FW: Draft YMCA Letter

Dear Parent or Guardian,

I am writing to follow up on information provided to you regarding the YMCA Moda Tower Child Development Center (YMCA) and to apologize for the lack of clarity for the communication we sent out on August 20. This letter is intended to provide you with a status overview and timeline of the case at YMCA, and to share resources for you and your family, as well as to clarify provide further clarity about the packet of information you received regarding the notice of intent.

The Early Learning Division, Office of Child Care (OCC) is committed to improving communication with families, which we feel is an integral component of prioritizing child safety. This includes sharing information about the safety of care and information about the results of our monitoring visits to programs with families via our [Child Care Safety Portal](#).

Last week, the OCC notified you and other families whose children are in care at the YMCA of enforcement actions at that facility that could disrupt your current child care arrangements. While we strive for full transparency with families, we cannot always share all the information pertinent to our decision on an enforcement action, and the YMCA investigation is one such instance. Some information is highly sensitive and involves partnering with other agencies and is confidential, and cannot be disclosed due to privacy for young children and their families. For these reasons, the packet we sent on August 20 provided what official documentation we were able to share (a notice of intent to revoke), which was in technical language, and contained redactions for privacy of children.

We'd like to provide more context around those official documents. The YMCA has had a number of instances of violations of regulatory code of varying degrees, prompting us to question the facility's ability to provide safe care. As such, we have begun proceedings with YMCA to revoke their license.

I want to clarify key timelines for this action.

- The YMCA has 21 days from the date of the initial letter to request a hearing. GIVE

THE INITIAL LETTER DATE AND DEADLINE DATE.

- If the YMCA requests a hearing there are several steps to move through the legal process. FLESH THIS OUT
- The timing varies throughout this process, but the YMCA will remain open during the hearing process. THIS IS AN UNACCEPTABLE TIMELINE. PARENTS NEED REAL INFO SO THEY CAN PLAN ONE WAY OR ANOTHER.

If you have any questions or would like updates about this particular matter, please do not hesitate to contact the OCC directly at 1-800-556-6616. For information about locating safe and quality child care, information is always available at 211 and the Child Care Safety Portal.

We are committed to ensuring every young child in our state is cared for in a safe and nurturing environment.

Sincerely,

Miriam Calderon
Early Learning System Director

Dear Parent or Guardian,

I am writing to follow up on information provided to you regarding the YMCA Moda Tower Child Development Center (YMCA) and to apologize for the lack of clarity ~~for in~~ the communication we sent ~~out on August 20~~. This letter ~~is intended to provide you with~~ provides a status overview and timeline of the case at YMCA, ~~and to share and additional~~ resources for you and your family, ~~as well as to clarify provide further clarity about the packet of information you received regarding the notice of intent.~~

The Early Learning Division, Office of Child Care (OCC) is committed to improving communication with families, which we feel is an integral component of prioritizing child safety. This includes sharing information about the safety of care and ~~information about~~ the results of our monitoring visits to programs with families via our [Child Care Safety Portal](#) ~~as well as communicating directly with families when the state takes a serious action against a provider.~~

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We'd like to provide more context around those official documents. The YMCA has had a number of instances of violations of regulatory code of varying ~~degrees~~ prompting us to question the facility's ability to provide safe care. As such, we have begun proceedings with YMCA to revoke ~~their its~~ license.

I want to clarify key timelines for this action.

- The YMCA has 21 days from the date of the ~~initial~~ letter to request a hearing. GIVE THE INITIAL LETTER DATE AND DEADLINE DATE.
- If the YMCA requests a hearing, ~~w~~ there are several steps to move through the legal process. FLESH THIS OUT
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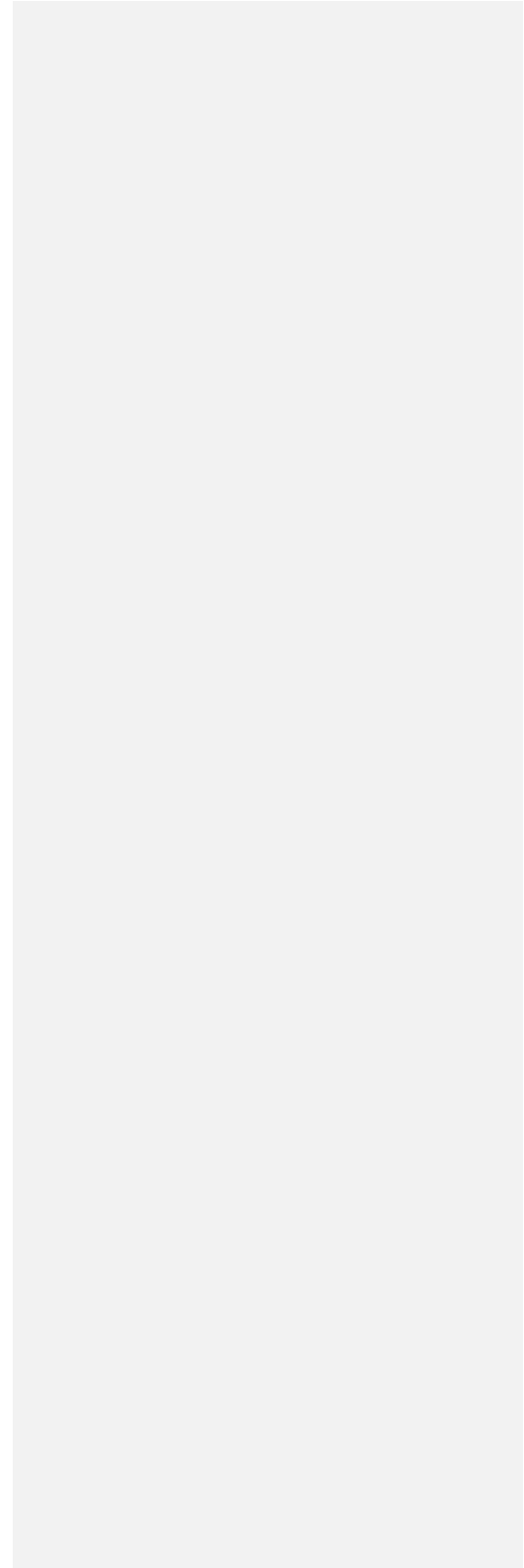
If you have any questions or would like updates about this particular matter, please do not hesitate to contact the OCC directly at 1-800-556-6616. For information about locating safe and quality child care, information is always available at 211 and the Child Care Safety Portal.

We are committed to ensuring every young child in our state is cared for in a safe and nurturing environment.

Commented [ML-C1]: Could we add here, including two events in recent months that were particularly serious in nature. ??

Sincerely,

Miriam Calderon
Early Learning System Director



From: [MORAWSKI Lisa - CEDO](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: FW: Public Records Request
Date: Wednesday, August 29, 2018 6:13:19 PM

Just an FYI on this conversation. I will get back to Laurie tomorrow, and it seems like we should be working with this organization?

Lisa

From: Roe, Laurie <LRoe@roguecc.edu>
Sent: Wednesday, August 29, 2018 6:08 PM
To: 'MORAWSKI Lisa - CEDO' <lisa.morawski@state.or.us>
Cc: COX Amy <Amy.COX@state.or.us>; STARR John - CEEdO <john.starr@state.or.us>; WEINMANN Melinda D - CEEdO <melinda.d.weinmann@state.or.us>; Kemper-Pelle, Cathy <CKemperPelle@roguecc.edu>
Subject: RE: Public Records Request

Hi Lisa,

Thank you so much for getting back me to me. Both Katie at Clackamas and I were beginning to think our emails were getting lost somewhere in the internet before they reached the Chief Education Office—given how many times we have reached out to invite staff to participate at OCCCIR.

What you say is helpful, but it would be super helpful if we have a list of exact fields you intent to use. The ones used in the Higher Education Snapshots were not disclosed to OCCCIR—and we had limited time to validate them.

You see, OCCCIR has undertaken the project of developing a more in depth data dictionary for the fields we submit to the state—which includes data quality concerns with each field, along with questions on each of the fields. Having this list is useful in briefing the Presidents, as well as identifying which fields we should prioritize in any sort of clean up. Given these are the 'formation' years, I'm thinking this goal falls in line with your goals at the SLDS. I'm sure you can understand why there would be concern about using bad data in any analyses.

We anticipate sending the draft data dictionary to HECC to facilitate their development of a more formalized collection data dictionary. We'd be happy to send copies to your staff as well once completed. We've completely drafted one of the seven, and are working through the rest.

I look forward to hearing which fields in which collections are the ones being used.

Thanks so much!

Laurie R.

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>

Sent: Wednesday, August 29, 2018 4:14 PM

To: Roe, Laurie <LRoe@roguecc.edu>

Cc: COX Amy <Amy.COX@state.or.us>; STARR John - CEEdO <john.starr@state.or.us>; WEINMANN Melinda D - CEEdO <melinda.d.weinmann@state.or.us>

Subject: RE: Public Records Request

Hi Laurie,

Melinda passed your request along to me. I checked with our colleagues at HECC and wanted to share some clarifying information: HECC shares all the community college data with the SLDS for the purpose of creating the data system (e.g., matching students across sectors). However, because some fields are stronger than others and because these initial years of the system are building years, we have agreed with HECC to initially restrict use of the data to only those fields that underlie the higher education snapshots.

Please let me know if this is helpful, and if you would like more information.

Best regards,

Lisa Morawski
Public Affairs Director
Chief Education Office
503-510-5576
Education.oregon.gov

From: Roe, Laurie <LRoe@roguecc.edu>

Sent: Tuesday, August 28, 2018 5:58 PM

To: 'michael.rebar@state.or.us' <michael.rebar@state.or.us>; 'melinda.d.weinmann@state.or.us' <melinda.d.weinmann@state.or.us>

Subject: Public Records Request

Mike and Melinda,

Given the article today by OPB, the Oregon Community College Council of Institutional Researchers would like to request a list of all the data you receive from HECC which is community college related so that we can discuss it at our next meeting and brief our Presidents. There is some concern that everything from D4A may be sent, which includes some significantly bad data fields.

Thanks!

Laurie Roe
(President/Chair of OCCCIR)

This e-mail may contain information that is privileged, confidential, or otherwise exempt from disclosure under applicable law. This e-mail was sent in good faith to the address you provided to Rogue Community College. We trust that you have password-protected access to this e-mail account and that any transmitted confidential information is secure. If you are not the named addressee, you should not disseminate, distribute, or copy this e-mail. Please notify the sender immediately by e-mail if you have received this e-mail message by mistake, and then delete this e-mail and any attachments from your system. If you are not the intended recipient, you are notified that disclosing, copying, distributing, or taking any action in reliance on the contents of this information is strictly prohibited.

This e-mail may contain information that is privileged, confidential, or otherwise exempt from disclosure under applicable law. This e-mail was sent in good faith to the address you provided to Rogue Community College. We trust that you have password-protected access to this e-mail account and that any transmitted confidential information is secure. If you are not the named addressee, you should not disseminate, distribute, or copy this e-mail. Please notify the sender immediately by e-mail if you have received this e-mail message by mistake, and then delete this e-mail and any attachments from your system. If you are not the intended recipient, you are notified that disclosing, copying, distributing, or taking any action in reliance on the contents of this information is strictly prohibited.

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: Planning Purposes
Date: Wednesday, August 29, 2018 6:24:12 PM

We will be launching our statewide Chronic Absenteeism program in mid to late September. By launch, I mean a press release and some tweeting. But, that could change, maybe include some press availability with Colt.

The plan is still being finalized, but next week I should receive firm details about what we'll be doing. Those details will allow me to better plot an earned media launch.

I'll loop you in as I know more.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

[Marc Siegel](#)

Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982

Marc.siegel@state.or.us | www.oregon.gov/ode

From: [LESLIE Berri * GOV](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#); [BHATT Pooja * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: ELD letter LM edits.docx
Date: Wednesday, August 29, 2018 6:41:48 PM
Attachments: [ELD letter LM edits.docx](#)

And just a couple more edits on top of Lisa's – thank goodness for you two – great editing!

Dear Parent or Guardian,

I am writing to follow up on information provided to you regarding the YMCA Moda Tower Child Development Center (YMCA) and to apologize for the lack of clarity ~~for in~~ the communication we sent ~~out on August 20~~. This letter ~~is intended to provide you with~~ provides a status overview and timeline of the case at YMCA, ~~and to share and additional~~ resources for you and your family, ~~as well as to clarify provide further clarity about the packet of information you received regarding the notice of intent.~~

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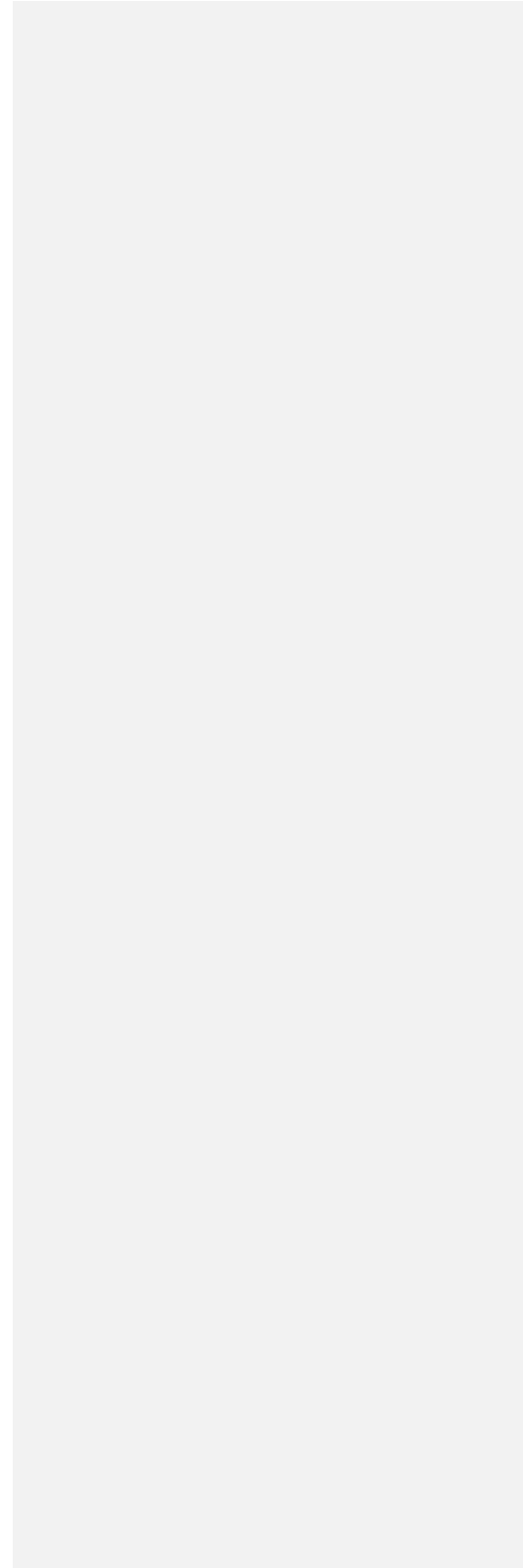
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Commented [ML-C1]: Could we add here, including two events in recent months that were particularly serious in nature. ??

Commented [LB*G2]: A great idea Lisa

Sincerely,

Miriam Calderon
Early Learning System Director



From: [LESLIE Berri * GOV](#)
To: [KLEIN Rosa * GOV](#)
Cc: [ARROYO Sheril * GOV](#)
Subject: FW: Healthy Families Prioritization Matrix
Date: Wednesday, August 29, 2018 6:48:22 PM
Attachments: [Healthy Families Prioritization Matrix Version 3.docm](#)

I lied – this would be a good handout at tiger team.

Sheril – can I please have 10 copies of this for tomorrow?

From: MANDELL David P - ELD [mailto:david.mandell@state.or.us]
Sent: Wednesday, August 29, 2018 5:09 PM
To: SEN SteinerHayward <Sen.ElizabethSteinerHayward@state.or.us>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: Healthy Families Prioritization Matrix

Hi Sen. & Berri,

Here's a reformatted version of the Healthy Families Prioritization matrix. I've made a few edits based on the responses I've gotten back and I'm still waiting for a couple of responses. Just to make it easier to follow, I took out the comments with questions from the last version.

Let me know if the formatting works. Shaire spent a lot of time on this today. For some reason some things were appearing different on her computer than they were on mine – so I'm hoping it looks right when you open it.

David

David Mandell | Director of Policy & Research
EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION
OFFICE 503.373.0071 | MOBILE 503.551.3946

Problem Statement:	Policy Solution and POP #	2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support.	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	Expand support for pregnant moms with SUD (e.g., Project Nurture) Nearly 40% of pregnant women with untreated SUD lose custody of their children. Strong connection to intergenerational transmission of trauma with long-term health impacts	\$XXX (Need budget estimates- from HealthShare?)	Initial GF investments: regional infrastructure/planning. Sustained revenue through billing (Private insurance, Medicaid). OHA working to address some ongoing billing issues w/CMS.	% reduction in odds of pre-term birth % reduction in c-section rates # of prenatal care visits Rate of MAT use # infants requiring additional care at birth % women who had custody of infants at program exit		Medicaid FMAP Potential philanthropy interest in infrastructure support?	
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	Treat addiction as chronic illness – improve tx over long term (Improves stigma) Designating addiction as a chronic illness combats stigma and underscores the need for a continuum of care rather than benefits limited to experience of acute symptoms or relapse. Would ensure these services available to all, including caregivers of young children or expecting parents.	Legislative designation of addiction as a chronic illness. Require coverage for continuum of care benefits, with potential	No cost for chronic illness designation. No additional cost for HERC evaluation of services needing to be added to PL. Likely impact to payers to expand coverage; estimate unknown. \$ XXX for analysis/ regulatory function (i.e., DCBS/OHA roles)	Benefit inclusivity of continuum of care Rate of service utilization (as indication of stigma reduction/access)		Medicaid FMAP	
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	Rate review, including for telehealth services (OHA & SB 800) Rates are low for outpatient mental health and substance use treatment codes	Not costed out					
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	Incentivize providers at all levels of addiction treatment services to engage in treating this population by providing educational and other financial incentives (i.e., loan repayments/stipends) to increase workforce capacity. Expand current Project ECHO model to enhance ambulatory treatment providers. Inadequate capacity within the substance use disorder treatment system/provider network to address the <u>timely</u> needs of individuals affected by SUD; contributes to cross-generational transmission of trauma and poor health outcomes for children in affected families; capacity is most limited in rural communities.	\$XXX for comprehensive rural SUD needs assessment; incentive payments for rural SUD providers, adjustments in CCO budgets to match findings from rural SUD needs assessments	Medicaid/GF (in HSD or other budgets?)	Ratios between availability of SUD services, diagnosis, and prevalence rates to fit within TBD “interval” or “range” for each CCO/payer	4-5 (considering extra workflow for payers (or perceived)	Amount unknown dependent upon needs assessment results; Federal grant dollars could be used to enhance service capacity but not a good use of funds for a needs assessment for assessing needs of currently covered “lives”.	(additional access to services will cost more \$ initially but end up reducing cost of acute care service utilization)
Problem Statement:	Policy Solution and POP #	2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.

					legislative and stakeholder support		
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	Parent Child Interactive Therapy (PCIT) *Continue funding PCIT non-Medicaid reimbursable costs for current sites *Fund continued expansion of PCIT services to 12 or more new locations over 2 yrs.	4.75 million-5.1 million for PCIT expansion Need 1.0 FTE to manage expansion in child and family BH team	Medicaid Billing, Possible partnership with DHS and Family First Prevention ACT	PCIT Eyberg Scale pre/post		FFPA, possible partnership with DHS	
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	PMTO (Parent Management Training – Oregon) Launch Full Transfer Implementation Model of PMTO with goal of statewide access within 6 yrs. Flexible, yet structured evidence based effective family behavioral health treatments with outcome measure collection are needed to increase effectiveness of mental health treatment of children of all ages	PMTO \$1 million over 5 years;		PMTO fidelity measurement; Fidelity Reviews and tracking Train the Trainer (# of clinicians trained, trainings performed, clients served)		Family First Prevention ACT + Possible partnership with DHS	for every \$1 spent \$2.77 is saved
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	CPP (Child Parent Psychotherapy) Continue to fund training of MH therapists in the model CPP.	CPP \$150,000 per biennium	Medicaid Billing,	Track # of trainings provided, # clinicians 2	Child Welfare and other Community partners state that there are a limited number of Infant/toddler/Mental health trained providers who can provide that dyadic trauma treatment for very young children and their parents.	Possibly FFPA	

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Families often aren't aware of services available to them.	<p>Perinatal depression screening, consultation and care coordination</p> <p>Incentives to enhance screening rates; expand OPAL-A services to include informational outreach to OBGYNs and PCPS, Education about Maternal screening and treating Depression, Expert consultation/care coordination for peripartum mental health conditions; link to home visiting nurse programs and early childhood dyadic services</p> <p>One in seven women suffer from peripartum depression; rates are also high for fathers and adoptive parents/kinship caregivers.</p>	\$1 million/ biennium in additional funding [mostly to support OPAL-A to augment delivery of services]	Medicaid, Commercial insurers (require 50% funding?), GF	<p>Screening rates (claims data)</p> <p>Improvements in postpartum visit CCO incentive metric rates (new metric to be implemented 2019/2020)</p> <p>Consultations provided through OPAL-A for perinatal mental health conditions.</p> <p>Increased Provider Confidence in diagnosis and treatment.</p> <p>Rates of Connection to services</p>		Medicaid FMAP Massachussets model: 55% budget covered by commercial payers	

Problem Statement:	Policy Solution and POP #	2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.
There is currently no universal access point for family supports that is non-stigmatizing and that can help identify families that may have deeper needs. Families often aren’t aware of services available to them.	<p>Universal home visiting (Family Connects model) implemented initially through local public health authorities who interface with all Medicaid families.</p> <p>Intention is to simultaneously engage private sector to support non-Medicaid families and create true universal coverage for all families with newborns</p> <p>Connects all families with appropriate services and supports.</p>	\$8 million State and Federal investment to serve 10,000 families.	\$3.5 million State General Fund (\$900K for infrastructure and program support); \$4.5 million leveraged of Federal Funds	<p>Reduced emergency medical care for infants</p> <p>Increase in number of families connected to appropriate services</p>	(not difficult but requires GF investment that will be weighed against other needed investments; leveraging federal funds a plus)	State investment of \$3.5 million has potential to draw down federal support of \$4.5 million federal investment through Targeted Case Management (TCM) Medicaid reimbursement pending review and approval by Centers for Medicaid and Medicare Services (CMS).	<p>From Evaluation of Family Connects Model:</p> <ul style="list-style-type: none">• More connections to community resources at 6 months• More positive parenting behaviors with their infant (e.g., nurturing touch, reading) at 6 months• 28% less clinical anxiety reported by mothers at 6 months• Higher quality home environments (e.g., safety, books, toys, and learning materials) at 6 months• More connections to community resources at 6 months <p>Reduced Emergency Medical Care (hospital overnights, emergency department and emergency doctor visits) for infants at 6 months, 12 months, and 24 months. The Family Connects Model estimates that for every dollar invested in the program, there is a \$3.17 savings, primarily from reduced infant emergency medical care.</p>

Problem Statement:	Problem Statement	Policy Solution and POP #	2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.
Home visiting programs only fund visits for about 15% of the currently eligible population.	Home visiting programs only fund visits for about 15% of the currently eligible population	Increase access to Healthy Families Oregon (HFO) (OPEC) (Family Supports: Package 156 [ODE/ELD])	\$8 m in new funding over current \$24 m in CSL	GF	Up to date immunizations Reading to child 3x per week Positive parent-child interaction Reduced parent stress Rate of maltreatment Kindergarten readiness of children and families receiving Healthy Families Oregon services		HFO currently leverages \$5 m in federal Medicaid funding. May be opportunity to leverage federal Family First funds	HFA meets DHHS standards for an evidenced-based home visiting with proven outcomes around reducing abuse and neglect, improving child health and increasing school readiness HFO has been evaluated by NPC research and show to be correlated with reductions in abuse and neglect.

Problem Statement:	Policy Solution and POP #		2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.
In 2016, there were 11,843 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them under the age of three.	Increase the number of at-risk families with access to Relief Nursery services and increase number of communities with Relief Nurseries (OPEC) (Family Supports: Package 156 [ODE/ELD])	\$8 m increase in GF over \$10.9 m in CSL	GF	Increase in families reporting reduced risk factors and increased resiliency factors Prevention of foster care or other formal DHS involvement for families participating in the program Increase families ability to support literacy practices at home		During the 2015-17 biennium, Relief Nurseries privately raised \$16.5 m and secured another \$12.5 m through grants and other sources May be opportunity to leverage federal Family First funds	A 2011 evaluation of Relief Nurseries conducted by PSU found that 98.5% of children from enrolled families avoided foster care and continued living safely with families	

<p>There are currently only enough evidenced-based parenting education programs to reach about 3% of Oregon’s parents with children under the age of five.</p>	<p>Increase access to community-based parenting education programs leveraging philanthropic investment in Oregon Parenting Education Collaborative (OPEC) (Family Supports: Package 156 [ODE/ELD])</p>	<p>\$10m</p>	<p>GF</p>	<p>Ongoing evaluation is imbedded in OPEC infrastructure</p> <p>Increase in number of parents who have completed an evidenced- based parenting education program</p> <p>Increase in parents who have completed program and demonstrate increased parenting skills as measured by Parenting Skill Ladder</p>		<p>Philanthropic investment of about \$3 m per biennium in OPEC and the infrastructure to support community-based parenting education</p> <p>May be opportunities to leverage federal Family First funds</p>	<p>Evidence-based Parenting Education programs have been demonstrated to increase positive parenting, positive child and adult mental health outcomes and health-promoting behavior and decrease child problem behaviors, parenting stress and incidences of abuse and neglect</p>
<p>There are currently only enough evidenced-based parenting education programs to reach about 3% of Oregon’s parents with children under the age of five.</p>	<p>Equity Fund to support community-based culturally specific early learning and parenting education programs (OPEC) (Family Supports: Package 156 [ODE/ELD])</p>	<p>\$15 m</p>	<p>GF</p>	<p>Increase in number of families receiving culturally responsive early learning & parenting supports</p> <p><u>Note:</u> POP includes funding to support program evaluation</p>	<p>Proposal for Equity Fund has been developed by a coalition of culturally-specific organizations that includes: Latino Network, Black Parent Initiative and Native American Youth and Family Center</p>	<p>Leverages funds culturally-specific community-based organizations have already raised to support early learning and parenting services</p>	

Universal Home Visiting

Problem Statement: Statewide only about 20% of families eligible for current programs are being served by home visiting due to capacity and resource constraints. In addition, investments in home visiting are not uniform across the state creating capacity differentials from community to community. Second, the initial connection, coordination and triage for families is missing in most communities. While several communities have explored using a common home visiting entry form, success has been variable. Third, a universal human touch point is missing that can assess the family’s needs, improve referrals to services that best address those needs, assure no duplication of services and improve data collection from the start. Current screening efforts do not reach all Oregon families so we know there are missed opportunities to connect families with the services they need and want. Family Connects (FC) is a newborn nurse home visiting program designed to address existing limitations to targeted home visiting programs. The program is brief (1-3 nurse home visits) and is implemented universally to maximize population reach and community acceptance.

From: [BLOSSER Nik * GOV](#)
To: [KONDAYEN Kate * GOV](#); [LABAR James * GOV](#); [PAIR Chris * GOV](#)
Cc: [KORESKEI Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 7:56:13 PM
Attachments: [Housing NB 8pm edits.pdf](#)

Hi – looking good. A few annotated items on the attached.
PDF pages: 3, 16, 22-23

After you make these and throw in James' final paragraph, we should be done. Main thing is to fit everything on 23 total pages so you may need to do some additional cutting. I am sending this version to the Governor for a final look, too.

Great work!

■ Nik
Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 6:06 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Hi all,

Updated PDF attached, and updated InDesign file in the drive for Chris. I just made annotated changes, but will do another full review after 7:00 PM too.

James, can you send along the new closing paragraph?

Best,
Kate

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV

<James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

Okay – here are what I hope are final edits in the attached annotated version.

A few key points:

1. The Exec summary is too long so I cut it a bit. Would like to cut more, but we need the language in there about rental protections so don't think we can.
2. The third bullet of the plan needs to be "Invest in Permanent Supportive Housing for the Chronically Homeless" – I noted that.
3. We need periods at the end of every one of the italicized descriptions. I noted that.
4. James caught some of the bigger issues I saw.
5. Who is the Harney County partner? Right now it says "PARTNER NAME"
6. James, we need a paragraph at the end of agenda item #4 about apprenticeships in rural Oregon for construction. We talk about it in the italicized summary (which I rewrote).

After this and getting items 5 and 6 from James I think we are good. I would like to have the Governor take one last look at the final, if possible.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 2:32 PM

To: LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

Thanks, James.

Chris, I'll go in and make these changes now. Will let you know when I've re-uploaded the file.

From: LABAR James * GOV <James.Labar@oregon.gov>

Date: Wednesday, August 29, 2018 at 2:31 PM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: RE: Housing in layout

All,

Read layout. Scanned word doc. Looks good. Two corrections needed in the layout version.

1. In layout version, p. 15 it says, (misspelling and duplicative)

“End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs”

Needs to say:

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon

2. In layout version, p. 16 it says, (missing words)

Dedicate resources
Emergency Housing Assistance
(EHA) and State Homeless
Assistance Program (SHAP).
OHCS is working with Oregon's
Housing Stability Council and the
Community Action Partnership of
Oregon to incorporate national
best practices and outcome oriented
approaches to build on
the success of these resources,
and to deliver the most impactful
results for homeless individuals
and families.

Needs to say

Dedicate resources to address Oregon's homeless crisis by raising the funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

From: PAIR Chris * GOV

Sent: Wednesday, August 29, 2018 11:09 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

All edits are included in the attached. I've also included a clean word doc to add any copy edits to. If you have layout edits, please mark up the PDF or send a list of edits.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:31 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

Updated numbers in the goal are attached. James, when Chris sends around the updated version in layout, please look closely to make sure I subbed the language in every possible place—I just found one.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:20 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

Thanks, Nik!

James also just got info from OHCS that we can actually triple instead of over double the pipeline. I will go into the Word doc now and add into Goal #4 and redistribute for reference.

Language:

“Triple the existing pipeline – up to 25,000 units by 2023”

Rationale:

- Consistent time horizon with statewide housing plan. Language will be identical in both documents.
- We are concerned about the roughly 3,000 units that get us from the 19-21 math to 20,000 by 2021.

Here is the math.

We used what's below which gets us to 17,500 units by the end of 2021, and then we assumed 2021-23 numbers:

4,000 doc fee and LIHTC (some slight changes expected in LIHTC due to federal changes)
4,000 (same level of funding in gov budget for 21-23)
1,200 accelerator

=9,200

9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:18 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV
<James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: Re: Housing in layout

All – Great job. Please put the attached back into layout so we can get this finalized. Here are the steps:

1. Put into layout (attached)
2. Final review by Governor and the whitepaper team
3. Make the call about checking with any external stakeholders
4. Go live

Still could happen later today I think, but might be tomorrow am.

A few notes on the latest draft:

- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let's make a final call on this after seeing it in layout.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:05 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Not a problem to include Attachment #2

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:35 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: Housing in layout

All,

Here you go. I attached "Attachment #2, which is for footnote 17. If a pain to lay out, I'd just remove footnote. Not a pain, please include. I think it works either way.

This thing is looking good. Thanks to all.

Thanks,

James

From: LABAR James * GOV
Sent: Wednesday, August 29, 2018 9:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: Housing in layout

Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

From: BLOSSER Nik * GOV

Sent: Wednesday, August 29, 2018 7:47 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>;

KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Tuesday, August 28, 2018 at 10:47 PM

To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV

<Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV

<Debbie.KORESKE@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Housing in layout

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

Housing Policy Agenda: Housing Stability for Children, Veterans and the Chronically Homeless and Increased Housing Supply for Urban and Rural Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 29, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that focus on areas where the impacts of the housing shortage are the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. One overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases.



Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing for the Chronically Homeless*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by tripling the existing pipeline—25,000 homes by 2023, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than white Oregonians.³

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



According to the [2017 Point-in-Time count](#), 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

4. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

5. National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet is a collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Urban Oregonians are not the only people facing housing challenges. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable.

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.



Recent Accomplishments

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include¹⁷:

ONE: Increased development of affordable homes

Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource

that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Please see Attachment 2, Milestones Table for more detail.

18. Note: All three numbers include preservation as well as new homes.



THREE: Rural Housing Projects

In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald: GK Machine and the City of Donald
- Pacific City: Nestucca Ridge Development
- Warm Springs: Jefferson County School District
- Harney County: Community Response Team
- Lincoln County: Proud Ground

FOUR: Supporting First-time Home-buyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a Statewide Housing Roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's agenda has four strategies that focus on areas where the impacts of the housing shortage have been the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases.



The Governor's Strategies:

ONE: Prioritize Ending Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹

TWO: House Oregon's Veterans

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon.

THREE: Invest in Permanent Supportive Housing for the Chronically Homeless

Moving people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing.

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies.



ONE: Prioritize Children's

Homelessness: *Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.*

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused

effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

B. Dedicate resources to address the homeless crisis by raising funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and

19. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

20. OHCS estimate based on current LIFT investment experience.



to deliver the most impactful results for homeless individuals and families.

C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.

E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

21. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

22. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's

Veterans: *Finish the job of ending veteran homelessness in Oregon*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a by-

name list of homeless veterans, allowing for real time data collection and detailed outcome tracking. The by-name lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

23. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.



THREE: Invest in Permanent Supportive Housing for the Chronically Homeless: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing

- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS



development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Increase Oregon's housing supply in both metropolitan and rural areas by a) expanding the workforce housing initiative, b) improving the path to build and permit innovative building types, and c) promoting training and apprenticeship programs for construction, particularly in rural Oregon.*

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner



with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

partnerships between employers and communities throughout Oregon.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make \$20 million available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

The Greater Oregon Housing Accelerator will use \$15 Million in resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative



In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce.



From: [BLOSSER Nik * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: Near final housing paper
Date: Wednesday, August 29, 2018 7:56:58 PM
Attachments: [Housing NB 8pm edits.pdf](#)

Governor – Attached is the near final housing paper. There are a few final annotations on here that Kate K. is making, but otherwise we should be done pending any final thoughts from you.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Housing Policy Agenda: Housing Stability for Children, Veterans and the Chronically Homeless and Increased Housing Supply for Urban and Rural Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 29, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that focus on areas where the impacts of the housing shortage are the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. One overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases.



Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing for the Chronically Homeless*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by tripling the existing pipeline—25,000 homes by 2023, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than white Oregonians.³

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



According to the [2017 Point-in-Time count](#), 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015. The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.⁴

4. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

5. National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet is a collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which include populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent Supportive Housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Urban Oregonians are not the only people facing housing challenges. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that de-incentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable.

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.



Recent Accomplishments

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include¹⁷:

ONE: Increased development of affordable homes

Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously underutilized federal resource

that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Please see Attachment 2, Milestones Table for more detail.

18. Note: All three numbers include preservation as well as new homes.



THREE: Rural Housing Projects

In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald: GK Machine and the City of Donald
- Pacific City: Nestucca Ridge Development
- Warm Springs: Jefferson County School District
- Harney County: Community Response Team
- Lincoln County: Proud Ground

FOUR: Supporting First-time Home-buyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a Statewide Housing Roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's agenda has four strategies that focus on areas where the impacts of the housing shortage have been the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases.



The Governor's Strategies:

ONE: Prioritize Ending Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹

TWO: House Oregon's Veterans

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon.

THREE: Invest in Permanent Supportive Housing for the Chronically Homeless

Moving people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing.

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies.



ONE: Prioritize Children's

Homelessness: *Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.*

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to engage in a concerted, focused

effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

B. Dedicate resources to address the homeless crisis by raising funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and

19. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

20. OHCS estimate based on current LIFT investment experience.



to deliver the most impactful results for homeless individuals and families.

C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.

E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

21. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

22. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's

Veterans: *Finish the job of ending veteran homelessness in Oregon*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a by-

name list of homeless veterans, allowing for real time data collection and detailed outcome tracking. The by-name lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homeless prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

23. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.



THREE: Invest in Permanent Supportive Housing for the Chronically Homeless: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing

- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS



development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with House Bill 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Increase Oregon's housing supply in both metropolitan and rural areas by a) expanding the workforce housing initiative, b) improving the path to build and permit innovative building types, and c) promoting training and apprenticeship programs for construction, particularly in rural Oregon.*

In her travels across the state, Governor Brown has heard from employers, workers, and local leaders that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project launched in 2017.

Under the Governor's Workforce Housing Pilot, state agencies reviewed their programs to find opportunities to partner



with local governments, the business sector, and housing developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support workforce housing public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects in Donald, Pacific City, Warm Springs, and in Harney and Lincoln counties. These projects will build at least 120 new homes (Phase 1), rehabilitate eight, and help one county position itself for future development opportunities. These projects are also helping to develop infrastructure and address land use and regulatory hurdles in the pilot communities.

partnerships between employers and communities throughout Oregon.²⁴

The Greater Oregon Housing Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low quality housing stock. The changes would make \$20 million available to developers by reducing the risk to housing lenders to facilitate development throughout Greater Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.

The Greater Oregon Housing Accelerator will use \$15 Million in resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative



In addition to the Greater Oregon Housing Accelerator, Oregon will enhance the path to build and permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes. These options will enable local jurisdictions to adapt to the ever-changing market as well as support local businesses with a highly skilled workforce.



From: [KONDAYEN Kate * GOV](#)
To: [BLOSSER Nik * GOV](#); [LABAR James * GOV](#); [PAIR Chris * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Wednesday, August 29, 2018 8:20:11 PM

Great! I will wait for copy from James then make all changes at once.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 7:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Hi – looking good. A few annotated items on the attached.
PDF pages: 3, 16, 22-23

After you make these and throw in James' final paragraph, we should be done. Main thing is to fit everything on 23 total pages so you may need to do some additional cutting. I am sending this version to the Governor for a final look, too.

Great work!

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 6:06 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Hi all,

Updated PDF attached, and updated InDesign file in the drive for Chris. I just made annotated changes, but will do another full review after 7:00 PM too.

James, can you send along the new closing paragraph?

Best,
Kate

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Okay – here are what I hope are final edits in the attached annotated version.

A few key points:

1. The Exec summary is too long so I cut it a bit. Would like to cut more, but we need the language in there about rental protections so don't think we can.
2. The third bullet of the plan needs to be "Invest in Permanent Supportive Housing for the Chronically Homeless" – I noted that.
3. We need periods at the end of every one of the italicized descriptions. I noted that.
4. James caught some of the bigger issues I saw.
5. Who is the Harney County partner? Right now it says "PARTNER NAME"
6. James, we need a paragraph at the end of agenda item #4 about apprenticeships in rural Oregon for construction. We talk about it in the italicized summary (which I rewrote).

After this and getting items 5 and 6 from James I think we are good. I would like to have the Governor take one last look at the final, if possible.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:32 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV

<Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

Thanks, James.

Chris, I'll go in and make these changes now. Will let you know when I've re-uploaded the file.

From: LABAR James * GOV <James.Labar@oregon.gov>

Date: Wednesday, August 29, 2018 at 2:31 PM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: RE: Housing in layout

All,

Read layout. Scanned word doc. Looks good. Two corrections needed in the layout version.

1. In layout version, p. 15 it says, (misspelling and duplicative)

"End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs nding veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs"

Needs to say:

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon

2. In layout version, p. 16 it says, (missing words)

Dedicate resources
Emergency Housing Assistance
(EHA) and State Homeless
Assistance Program (SHAP).
OHCS is working with Oregon's
Housing Stability Council and the
Community Action Partnership of
Oregon to incorporate national
best practices and outcome oriented
approaches to build on
the success of these resources,
and to deliver the most impactful
results for homeless individuals
and families.

Needs to say

Dedicate resources to address Oregon's homeless crisis by raising the funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

From: PAIR Chris * GOV

Sent: Wednesday, August 29, 2018 11:09 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

All edits are included in the attached. I've also included a clean word doc to add any copy edits to. If you have layout edits, please mark up the PDF or send a list of edits.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:31 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

Updated numbers in the goal are attached. James, when Chris sends around the updated version in layout, please look closely to make sure I subbed the language in every possible place—I just found one.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:20 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

Thanks, Nik!

James also just got info from OHCS that we can actually triple instead of over double the pipeline. I will go into the Word doc now and add into Goal #4 and redistribute for reference.

Language:

“Triple the existing pipeline – up to 25,000 units by 2023”

Rationale:

- Consistent time horizon with statewide housing plan. Language will be identical in both documents.
- We are concerned about the roughly 3,000 units that get us from the 19-21 math to 20,000 by 2021.

Here is the math.

We used what's below which gets us to 17,500 units by the end of 2021, and then we assumed 2021-23 numbers:

4,000 doc fee and LIHTC (some slight changes expected in LIHTC due to federal changes)

4,000 (same level of funding in gov budget for 21-23)

1,200 accelerator

=9,200

9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:18 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: Re: Housing in layout

All – Great job. Please put the attached back into layout so we can get this finalized. Here are the steps:

1. Put into layout (attached)
2. Final review by Governor and the whitepaper team
3. Make the call about checking with any external stakeholders
4. Go live

Still could happen later today I think, but might be tomorrow am.

A few notes on the latest draft:

- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let's make a final call on this after seeing it in layout.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:05 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Not a problem to include Attachment #2

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:35 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: Housing in layout

All,

Here you go. I attached "Attachment #2, which is for footnote 17. If a pain to lay out, I'd just remove footnote. Not a pain, please include. I think it works either way.

This thing is looking good. Thanks to all.

Thanks,

James

From: LABAR James * GOV
Sent: Wednesday, August 29, 2018 9:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: RE: Housing in layout

Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

From: BLOSSER Nik * GOV

Sent: Wednesday, August 29, 2018 7:47 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Tuesday, August 28, 2018 at 10:47 PM

To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Housing in layout

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

From: [LESLIE Berri * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [BLOSSER Nik * GOV](#)
Subject: Children's Cabinet PPT
Date: Wednesday, August 29, 2018 8:20:23 PM
Attachments: [20180829170040319.pdf](#)
[Attachments.html](#)

Chris –

I'm working with a designer at ODVA to create a PPT for cabinet that can be used maybe during leg days and for a presentation the Governor is considering before a children's group here in Salem. Nicole and I are still editing this but I wanted to bring it to your attention in case you saw a need for this to be completed within the next week. If not, we'll just keep plugging away as we can. You can view it by following the purple link below:

Berri

From: Hoeft Nicole [mailto:nicole.hoeft@state.or.us]
Sent: Wednesday, August 29, 2018 5:19 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: PPT

This message contains attachments delivered via ShareFile.

- Addressing Root Causes v1.pptx 13.5 MB

Download the attachments here - <https://odva.sharefile.com/d-sad051f5ab4d4eeda>

title slide

Governor Kate Brown
Policy Agenda

Addressing Root Causes: A 5-Year Plan for Oregon's Vulnerable Kids

Vision and goal

slide 2

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

Breaking the cycle of poverty is our greatest hope to accomplishing that goal, and we will do it by focusing on the root causes of poverty. Education, affordable housing, quality childcare and health supports like parenting education, home visiting and behavioral health treatment as the foundations for stable and attached families. By providing our young families with these building blocks, we can keep them from falling into the cycle of poverty or lend them a hand as they work hard to climb out.

slide 3

This is Governor Brown's five-year plan for helping families reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

Background

slide 4

In the United States today, poverty is inextricably linked with geography and race. Those three factors are fortune tellers of a child's future.

Despite the hard work and best intentions of many people to help children and families, many costly interventions don't overcome the poor outcomes of the trifecta of poverty, geography, and race.

slide 5

When we fail to change the trajectory of these children and families, we all pay. We pay in a failing foster care system, in increased health care costs, higher crime, and homelessness.

- In almost all states, between 40 and 50 percent of the prison population grew up in families in the bottom quintile of income distribution.
- In 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households.
- It is estimated that the abuse of tobacco, alcohol, and illicit drugs account for more than \$740 billion annually in costs related to crime, lost work productivity and health care.
- Research shows that children who experience multiple Adverse Childhood Experiences (ACEs) are significantly more likely to suffer from cardiac disease, diabetes and other chronic illnesses as adults.

Comment [LB*G1]: Debbie K. - where did you get this statistic?

Comment [LB*G2]: Debbie K. - where did you get this statistic?

Comment [LB*G3]: Berri is waiting for the citation from Dr. Richardson

[Type here]

[Type here]

[Type here]

move to another section - perhaps addition long-term impact on health + economy

slide 4

- R. At the Oregon Youth Authority, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon’s total population.
- P. In 2017, Oregon had the second-highest rate of unsheltered homelessness among people in households with children in the U.S.
- P. The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members, sometimes in dangerous and unhealthy conditions. In some counties, more than 10 percent of students are experiencing a form of homelessness.
- P. Families with children under five are twice as likely to experience poverty – families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.
- R. While 62 percent of all Oregonians are homeowners, just 30.5 percent of African-Americans and 42 percent of Hispanics and Native Americans own their homes.
- Oregon’s state preschool programs (Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education) reach less than 30 percent of eligible children and families.

Comment [LB*G4]: James – can you please provide the citation for this statistic?

Comment [LB*G5]: James – can you please provide the citation for this statistic?

Comment [LB*G6]: James – can you please provide the citation for this statistic?

Race

And, despite an improving economy, according to the Oregon Business Council’s Poverty Report more than twenty five percent of Oregon’s African American population lives in poverty as compared to eleven percent of non-hispanic white Oregonians. These numbers are even more disparate for children of color. Across counties, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.

slide 7

geography

Comment [LB*G7]: Insert citation for: The Poverty Agenda Oregon Business Council Fall 2017

Comment [LB*G8]: Sara – can you please provide the citations for each of these bullet points?

cause

cause

cause

cause

cause

slide 8

- Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.
- Children from families with the lowest incomes have the most limited child care choices and are least likely to be able to access high-quality care.
- For a family making a median income and with just one infant in care, child care, housing and food costs are nearly 70 percent of the monthly household budget.
- According to the 2017 Childcare Aware report, Oregon has the fourth least-affordable child care in the country.
- Thirty-one percent of *all* renter household families with children under five are spending more than half of their incomes on rent – considered severely housing cost-burdened. For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that families have little or no cushion for basic necessities. As a result, families are just one minor financial emergency away from losing their homes.

→ move to cause

[Type here]

[Type here]

[Type here]

Slide 9

Best practices

We already know that education, stable housing, access to health care and affordable and safe child care are the building blocks for families to thrive. Evidence and data show us that when families have better access to these supports they are more likely to build opportunities for themselves and their children.

- Nationally, 80 percent of the top income quintile are enrolled in preschool, whereas only 50 percent of children in poverty attend any formal preschool program (of any quality)¹
- Children who participate in high-quality child care programs during their early years demonstrate lasting effects on IQ, boosted academic and economic achievement, and lower incidences of childhood obesity and chronic illness. (Childwatch)
- Children living in higher-quality housing have higher kindergarten readiness scores.
- Young children who do not experience homelessness have a significantly lower risk of negative health outcomes and developmental delays.
- Medicaid is among the most effective antipoverty programs. Medicaid reduced the national poverty measure by 3.8 percentage points. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits. (Georgetown 2018)
- Medicaid is particularly important for people of color. It reduced the poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.
- Research attributes up to 50% of the school readiness gap to differences in parenting.
- Parenting style accounts for 19% of the gap in mathematics, 21% of the gap in literacy, and 33% of the gap in language.
- Investment in high-quality early childhood education from birth-five is estimated to have a 13% return on investment with the greatest gains seen from programs that begin early at or before birth.

Comment [LB*G9]: James – can you please provide citations for the housing bullets in this area?

Comment [LB*G10]: Reference: Finders, J. K., Díaz, G., Geldhof, G. J., Sektnan, M., & Rennekamp, D. (2016). The impact of parenting education on parent and child behaviors: Moderators by income and ethnicity. *Children and youth services review*, 71, 199-209.

Slide 10

A multi-disciplinary approach

Breaking the cycle of poverty and providing hope to Oregon families is why Governor Brown convened her Children's Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for Oregon's families in poverty. The Cabinet has also worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

Plan

We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to break that cycle and instead create opportunities that build on themselves we need to make deeper investments in early care and education, health supports, and housing for families.

¹ Chaudry, A. & A. R. Datta. 2017. "The Current Landscape for Public Pre-Kindergarten Programs." The Current State of Scientific Knowledge on Pre-Kindergarten Effects. Brookings Institution.

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S11

I. INVEST IN HEALTHY FAMILIES:

- Continue providing quality, affordable healthcare to all Oregon children under 300 percent of the poverty line through Medicaid and the Children's Health Insurance Program (CHIP).
- Increase access to evidence-based addiction and recovery services for families with young children.
- Implement the Healthy Connects universal home visiting program over the next three biennia to provide support to new parents and put them on a path to success early.
- Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships.
- Increase access to behavioral health services for children and families, particularly in rural Oregon.

S12

II. INCREASE QUALITY, AFFORDABLE CHILDCARE:

- Implement a "baby promise" program to create access to infant and toddler child care for parents who are working.
- Increase child care subsidies for low-income families so they can continue to work knowing their children are safe in care.
- Increase funding to support children with disabilities who need increased access to adequate treatment.
- Support business and education development among Oregon's child care provider community to increase the stability and growth of child care access.

S13

III. EXPAND QUALITY PRESCHOOL TO ALL VULNERABLE KIDS:

- Expand access to preschool programs across the state, especially to children living in low-income households, dual language learners, and children of color.
- Ensure that preschool programming is of sufficient quality to advance children's learning and development.
- Support the existing workforce, maintain and improve upon its cultural and linguistic diversity, and continue to improve compensation through the creation of degree pathways from the AA to BA level that include financial support, as well as supports needed to work full-time and complete a degree. In addition, we must ensure that instructional leaders within programs understand early childhood best practice and support teachers in implementation within the classroom.

S14

IV. END CHILDREN'S HOMELESSNESS and PREVENT HOMELESSNESS

- A. Invest in bond proceeds for to build 1,200 – 1,500 new affordable housing units with incentives for family sized units and tailored services for homeless families
- B. Dedicate funds to address Oregon's homeless crisis by raising the funding amounts to match 2017-19 investment levels:
- C. Dedicated funds to address Oregon's high rate of children experiencing unsheltered homelessness:

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- D. Investments in Lottery revenue bonds to support the preservation of existing, publicly-supported units of affordable housing
- E. Investments for the "Acquisition of Naturally Occurring Affordable Housing Investment" fund that would acquire about 800 units of housing
- F. Double the IDA tax credit cap to double program graduates to 2,280

V. HELP PARENTS GET A BETTER JOB TO SUPPORT THEIR FAMILIES

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, healthcare and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the healthcare industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

Implementation

On September 4th, the Governor's Children's Cabinet will be making their final recommendations about how to close the gaps in child care, housing, early learning and health care. These proposals will include evidence-based solutions, the cost to implement the solutions, metrics to evaluate effectiveness and a recommendation about when the solution should move forward.

Author

Name: Berri Leslie

Title: Deputy Chief of Staff

Email: berri.leslie@oregon.gov

Phone: 503-881-2427

Other contributors: Kate Kondayen, Shalee Hodgson

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From: [BLOSSER Nik * GOV](#)
To: [LESLIE Berri * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: Children's Cabinet PPT
Date: Wednesday, August 29, 2018 8:21:12 PM

Berri – please wait before sending any copy to the designer. I am working right now on the vision and executive summary (not goal). Will send later tonight.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: Berri Leslie <Berri.Leslie@oregon.gov>
Date: Wednesday, August 29, 2018 at 8:20 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Children's Cabinet PPT

Chris –

I'm working with a designer at ODVA to create a PPT for cabinet that can be used maybe during leg days and for a presentation the Governor is considering before a children's group here in Salem. Nicole and I are still editing this but I wanted to bring it to your attention in case you saw a need for this to be completed within the next week. If not, we'll just keep plugging away as we can. You can view it by following the purple link below:

Berri

From: Hoeft Nicole [mailto:nicole.hoeft@state.or.us]
Sent: Wednesday, August 29, 2018 5:19 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: PPT

This message contains attachments delivered via ShareFile.

- Addressing Root Causes v1.pptx 13.5 MB

Download the attachments here - <https://odva.sharefile.com/d-sad051f5ab4d4eeda>

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [EDLUND Tina * GOV](#); [ROMAN Linda * GOV](#)
Subject: FW: health coverage news release
Date: Wednesday, August 29, 2018 8:46:48 PM
Attachments: [2018_0826_OHIS_fact_sheet_news_release_KK.docx](#)

This is actually really interesting and I wonder if there's an opportunity to have the Governor's voice raise this awareness? Also, what is feasibly going to be done to make people more aware of eligibility, or is there going to be a study on overcoming barriers in understanding their eligibility. Thoughts on this before I circle back to Robb?

From: Cowie Robb <robb.cowie@state.or.us>
Date: Wednesday, August 29, 2018 at 2:23 PM
To: EDLUND Tina * GOV <Tina.EDLUND@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: JAGGER Dawn <Dawn.Jagger@state.or.us>, VANDEHEY JEREMY <jeremy.vandehey@state.or.us>, ALLEN Patrick <patrick.allen@state.or.us>
Subject: health coverage news release

Here's a draft of a news release on health coverage, based on new data coming out of the OHIS study. The key messages here are: OR has a high rate of coverage and many people who lack coverage actually qualify for OHP or a marketplace subsidy. This may be a joint release with DCBS – they're working on additions now.

We're planning on releasing this tomorrow. Let me know if you have questions.

Robb Cowie
Communications Director
External Relations Division
Oregon Health Authority
robb.cowie@state.or.us
Cell: 503-421-7684
www.oregon.gov/OHA

FOR IMMEDIATE RELEASE

Aug. 28, 2018

Contacts: Robb Cowie, OHA (503) 421-7684

~~New report: many~~ **Most** Oregonians who lack health coverage are eligible for premium subsidies or Oregon Health Plan

Study finds rate of insured could increase to 99% coverage with full enrollment under current offerings.

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(Portland, OR – Aug. 28, 2018) Last year, Oregon’s uninsured rate stood at 6 percent, yet about 1 in 10 Oregonians experienced a gap in coverage during the year. For many, these gaps could be avoided: more than 8 in 10 children and adults under age 65 who lacked coverage were eligible for the Oregon Health Plan (OHP) or financial assistance to reduce commercial health insurance premium costs. The findings were part of newly released state data on health coverage in 2017, based on a survey conducted by OHA.

Since Oregon implemented the Affordable Care Act (ACA) in 2014, more than 340,000 Oregonians have gained health insurance. Today, 94 percent (a total 3.7 million Oregonians) have coverage. The current uninsured rate is almost two-thirds lower than the 15 percent of Oregonians who were uninsured in 2011 (before Oregon implemented the ACA and expanded Medicaid, as allowed under the federal health reform law).

Despite Oregon’s high rate of health coverage, more people could be covered. Most people who were uninsured at the time the 2017 study was conducted were eligible for the Oregon Health Plan or for a subsidy to reduce the cost of commercial health coverage.

- **Children:** Nine out of ten children who lack health coverage are eligible for coverage under OHP or a premium-reduction subsidy through the health insurance marketplace.
- **Adults:** Similarly, nearly 9 in 10 young adults and 8 in 10 older adults (ages 35-64) qualify for OHP or a subsidy for commercial health coverage.
- **Reasons for lack of OHP coverage:** A large portion of the uninsured were eligible for OHP. The top three reasons Oregonians cited for not being covered by OHP were: concerned about high costs of coverage (44 percent); not eligible, make too much money (36 percent); and concerned about quality of care (21 percent).

There are no premiums costs or deductibles for OHP benefits. OHP offers a comprehensive benefit package of medical, behavioral health and oral health care. Children and adults who qualify for coverage under the Oregon Health Plan can apply any time during the year.

There are currently about 243,000 uninsured people in Oregon. If 80 percent of the approximately 243,000 people who lack health coverage made use of available OHP or marketplace subsidies to gain health insurance coverage, the number of Oregonians who are uninsured would drop to 34,000.

Adding that number of people to the health insurance rolls would boost Oregon's health coverage rate to 99 percent.

Patrick Allen, director of the Oregon Health Authority, said, "Health coverage is the key to good health. Oregon has dramatically reduced the uninsured rate, but too many people remain confused about their coverage options. We want all Oregonians to know you can have quality, affordable health coverage in Oregon, no matter what your income."

[Is there any outreach or PSA plan to actually generate these gains?](#)

The demographic groups with the highest and lowest proportion of uninsured in 2017 were:

- **Age:** Nearly 12 percent of young adults (aged 19-34) were uninsured, the highest among any age group. Children (eighteen and under) had the lowest percent of uninsured at 3 percent.
- **Ethnicity:** Hispanic Oregonians constituted the racial/ethnic group with the highest rate of uninsurance (15 percent). Asians had the lowest percentage of uninsured (2 percent).
- **Gender:** Men had a higher rate of uninsurance (7.3 percent) than women (5 percent).

The data were reported in the Oregon Health Authority's [Uninsurance Fact Sheet](#) which is based on data from the Oregon Health Insurance Survey (OHIS). OHIS provides detailed information about many of the impacts of Oregon's health system reform to achieve better health, better care and lower costs. This fact sheet is part of a series exploring health insurance coverage using data from the 2017 survey and presents information about gaps of time when people did not have health insurance coverage.

Other fact sheets include:

- [Gaps in health insurance coverage fact sheet](#)
- [Underinsurance fact sheet](#)
- [Health insurance by region fact sheet](#)

###

From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: GKB language on school safety/emergency preparedness?
Date: Wednesday, August 29, 2018 8:48:47 PM

Circling back on this. Nikki, Marc found what you sent very helpful. They will fold the language in but without attribution to GKB, so I told him he didn't need to worry about circling back for approvals.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:47 PM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: GKB language on school safety/emergency preparedness?

I would just pick the best four or five on all topics and send to ODE. The grant proposal (as I understand it) is wide-ranging, so they can see what works best and come back to us with that for approval.

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:41 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: GKB language on school safety/emergency preparedness?

What would you like the focus of it to be? Resiliency, Cascadia playbook, earthquake preparedness, school safety, or anything specific?

Here is a speech from [2015 Cascadia Playbook](#). [2015 School Safety Press Conference](#). [Umpqua Community College 2015 Press](#). I went through the speeches and these are the ones I could find.

Here is an EO on [gun safety](#), [disaster management framework](#).

Here is [gun safety testimony](#), [speech on gun violence](#) signing Hb4145.

[Earthquake preparedness facts](#).

--

Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:06 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Subject: Re: GKB language on school safety/emergency preparedness?

Nikki,

Can you send ODE the language from past statements and have them rework it and send back to us for review?

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 1:56 PM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Subject: GKB language on school safety/emergency preparedness?

Chris and Nikki, I just talked to Marc Siegel at ODE. Someone over there is writing a grant proposal about safety and emergency preparedness in schools (for any kind of incident—shooting, earthquake, you name it) and wanted to know if we had any language about school safety.

Heidi said we should look at past language around the Task Force on School Safety, a 2016 EO on firearms, and a campus safety group we convened after UCC.

I know that in specific situations (gun violence walkouts in March) we were very thoughtful on this topic so didn't want to take the time to put anything together if we prefer not to contribute.

Chris, do you want me/Nikki to work on getting language over to ODE, either by researching historical statements, or pulling something together? They want it by EOD today. And FYI, Register-Guard is coincidentally asking about specific school safety measures (see below).

Kate

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Date: Wednesday, August 29, 2018 at 1:18 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>

Subject: FW: school safety question - exterior locks

This is unrelated to my earlier calls asking for language around school emergencies. That was for a grant request.

But, sending this along so you're in the know.



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Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: Moran, Jack <jmoran@registerguard.com>

Sent: Wednesday, August 29, 2018 11:51 AM

To: marc.siegel@state.or.us

Subject: school safety question - exterior locks

Mr. Siegel: My name is Jack Moran, and I'm a reporter with The Register-Guard in Eugene. I am pinch-hitting here this week on the ed beat, and thought I should reach out to you in regard to a story I'm working on today.

Briefly, the story is about the Springfield School District's decision to install "buzz in" entrance security systems at all of its schools.

I wonder if ODE has any responsibility/authority to make broad recommendations about school safety measures, and if so, can provide any information/statement about measures such as the one being implemented in Springfield.

Also, I wonder if ODE knows of other districts statewide that use the entrance system that Springfield is installing. I know Gladstone schools do it, but I have no idea if others do.

Sorry if these questions are unclear or aren't in your realm, but I figured it might be a good place to start. Please get back to me today if you can. Any help is appreciated.

Thank you.

Jack Moran
reporter
The Register-Guard
phone: 541-338-2373

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From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Planning Purposes
Date: Wednesday, August 29, 2018 8:54:17 PM

Thanks, Marc!

Lisa, I'm thinking the folks at YDC would be good partners for ODE on this, as they capture the kids who fall further on the spectrum of chronic absenteeism and become dropouts. Thoughts?

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Wednesday, August 29, 2018 at 6:24 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: Planning Purposes

We will be launching our statewide Chronic Absenteeism program in mid to late September. By launch, I mean a press release and some tweeting. But, that could change, maybe include some press availability with Colt.

The plan is still being finalized, but next week I should receive firm details about what we'll be doing. Those details will allow me to better plot an earned media launch.

I'll loop you in as I know more.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [LESLIE Berri * GOV](#)
To: [BHATT Pooja * GOV](#); [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Cc: [PAIR Chris * GOV](#)
Subject: RE: ELD letter LM edits.docx
Date: Wednesday, August 29, 2018 9:48:59 PM

This is excellent Pooja. Detailed but not overly complex and I really like the additions in the timeline portion. No further changes from me. This can also serve as a template for OCC in the future.....

From: BHATT Pooja * GOV
Sent: Wednesday, August 29, 2018 9:45 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: ELD letter LM edits.docx

See attached

From: LESLIE Berri * GOV
Sent: Wednesday, August 29, 2018 6:41 PM
To: KONDAYEN Kate * GOV; MORAWSKI Lisa - CEDO; BHATT Pooja * GOV
Cc: PAIR Chris * GOV
Subject: ELD letter LM edits.docx

And just a couple more edits on top of Lisa's – thank goodness for you two – great editing!

From: [KONDAYEN Kate * GOV](#)
To: [LESLIE Berri * GOV](#); [BHATT Pooja * GOV](#); [MORAWSKI Lisa - CEDO](#)
Cc: [PAIR Chris * GOV](#)
Subject: Re: ELD letter LM edits.docx
Date: Wednesday, August 29, 2018 9:54:52 PM
Attachments: [ELD letter 939pm KK.docx](#)

From: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:48 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: ELD letter LM edits.docx

This is excellent Pooja. Detailed but not overly complex and I really like the additions in the timeline portion. No further changes from me. This can also serve as a template for OCC in the future.....

From: BHATT Pooja * GOV
Sent: Wednesday, August 29, 2018 9:45 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: RE: ELD letter LM edits.docx

See attached

From: LESLIE Berri * GOV
Sent: Wednesday, August 29, 2018 6:41 PM
To: KONDAYEN Kate * GOV; MORAWSKI Lisa - CEDO; BHATT Pooja * GOV
Cc: PAIR Chris * GOV
Subject: ELD letter LM edits.docx

And just a couple more edits on top of Lisa's – thank goodness for you two – great editing!

Dear Parent or Guardian,

I am writing to follow up on information provided to you regarding the YMCA Moda Tower Child Development Center (YMCA), and to apologize for the lack of clarity in the communication we sent on August 20. This letter provides a status overview and timeline of the case at YMCA, and additional resources for you and your family.

The State of Oregon's Early Learning Division, Office of Child Care (OCC) is committed to improving communication with families, which we feel is an integral component of prioritizing child safety. We conduct regular monitoring of child care providers to ensure that health and safety of children is prioritized by providers; share safety information and results of monitoring visits with the public via our [Child Care Safety Portal](#); and communicate directly with families when the State of Oregon takes a serious action against a provider.

Last week, the OCC notified you and other families whose children are in care at the YMCA of enforcement actions at that facility that could disrupt your current child care arrangements. While we strive for full transparency with families, we cannot always share all the information pertinent to our decision on an enforcement action; the YMCA investigation is one such instance. There are a myriad of reasons that can prevent us from disclosing key facts: some information is highly sensitive; often it involves partnering with other agencies and is confidential; and/or it cannot be disclosed due to privacy for young children and their families. The packet we sent on August 20 provided what official documentation we were able to share (a notice of intent to revoke), which was in technical language, and contained redactions of facts that cannot be disclosed at this time.

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I'd like to provide more context around ~~that~~ these official documentations. The YMCA has had a number of instances of violations of regulatory code of varying degrees. While some of these were considered minor violations, two events in recent months were particularly serious in nature. The OCC considered the totality of the YMCA's compliance history, but particularly those violations of a serious nature when determining that action was needed to ensure that the YMCA prioritized child safety. Put another way, the OCC ~~doesn't not~~ only look a consider the number of violations, but rather the degree to which a particular violation poses a threat to children's health and safety when making the decision to take action on a facilities license.

I also want to clarify key timelines for this action.

- The YMCA has 21 days from the date the notice was mailed to request a hearing. The notice was signed on August 17th and mailed out that same day. We have confirmation that the YMCA received the notice via certified mail on August 20th. The YMCA has until September 7th to request a hearing.
- If the YMCA requests a hearing, a hearing date will be set by an administrative law judge. We cannot provide an exact timeframe for when the hearing will occur, but ~~it is~~ in our experience the process can take several months before a final decision is reached. The YMCA will remain open ~~during this time~~ until the final decision is made by the administrative law judge, pending no further incidents of a serious nature.
- If the YMCA does not request a hearing within 90 days, the OCC can revoke the YMCA's license effective November 17, 2018, based on the fact that the YMCA took no action on the intent to revoke notice within 90 days from the date the notice was mailed — November 17, 2018.

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If you have any questions or would like updates about this particular matter, please do not hesitate to contact the OCC directly at 1-800-556-6616. For information about locating safe and quality child care, information is ~~always~~ available at 211 and the Child Care Safety Portal.

We are committed to ensuring every young child in our state is cared for in a safe and nurturing environment.

Sincerely,

Miriam Calderon
Early Learning System Director

Dawn Taylor
Child Care Director

From: [BLOSSER Nik * GOV](#)
To: [KORESKEI Debbie * GOV](#)
Cc: [LESLIE Berri * GOV](#); [PAIR Chris * GOV](#)
Subject: Children's Agenda whitepaper
Date: Wednesday, August 29, 2018 10:43:32 PM
Attachments: [ChildrensAgenda_v2.docx](#)

Debbie (cc: Berri and Chris) -

First, this is the hardest one yet because it takes so many parts from others and we have to synthesize the work together. Housing, Healthcare and Education are each over 20 pages, but we can't have a 100-page Children's Agenda so we have to summarize a bit what's in the others. The hardest part of this which is currently still incomplete is the background and accomplishments section of this paper.

Debbie, I will need you to drop everything to focus on getting this done tomorrow so we can all review and Chris can put into layout tomorrow evening. There is a lot of work still to do:

1. We need a clear, one-line vision statement. I proposed one but am open to others.
2. I wrote an executive summary that needs review. I wasn't sure what to do with the more biographical paragraphs about the Governor, so I put them at the very end of the entire document. We cannot have too long an exec summary, so maybe going at the very end is fine.
3. I rearranged the background to flow by subject, and realizing we did not have an accomplishments section I think weaving in accomplishments in the background section is critical. I noted where the big chunks of text are needed for background and accomplishments for you to do.
4. I took the goals Berri had and tried to use the language we already drafted for the education, housing and healthcare papers. I don't yet have the Future Ready or Foster Care papers so need your help finalizing those sections in particular.
5. A few more minor things:
 - a. Because we are using content from so many policy advisors, we'll have to decide how many to list on the cover.
 - b. I followed our whitepaper template in drafting the "Governor's Strategies" section

We also need a cheat sheet for some of the new items in this (parenting classes, universal home visiting, all the childcare stuff and some of the preschool stuff).

Thanks – Nik

PS I will be on the road and would like to ideally have a call in the am for at least Debbie, Berri and I to discuss. I will schedule.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

10:32pm 8/29/18 NB

Governor Kate Brown
Policy Agenda

Addressing Root Causes: A 5-Year Plan for Oregon's Vulnerable Kids

Kate Brown, Governor
Berri Leslie, Deputy Chief of Staff and Coordinator, Governor's Children's Cabinet
Tina Edlund, Healthcare Policy Advisor
James LaBar, Housing Policy Advisor
Jeffrey Rhoades, Opioid Epidemic Policy Advisor
Pooja Bhatt, Education Policy Advisor
Elana Pirtle-Guiney, Workforce Policy Advisor
Rosa Klein, Human Services Policy Advisor

Vision

Create a resilient system for lifting Oregon's vulnerable kids and families out of poverty

Executive Summary

Children need nurturing adults in a safe, stable environment to grow up to be successful adults themselves. Strong communities provide the supports both kids and their families need to be successful: good schools, stable and affordable housing, quality childcare and accessible healthcare. The foster care system is an important safety net for vulnerable kids, but our goal at the state should be eliminating the root causes of poverty, addiction and housing instability that pull families apart and drive kids into foster care.

To accomplish this, we must focus on reducing poverty and supporting family stability. And the core of the strategy is using a two-generation, or "two-gen" approach that supports both vulnerable kids and their families. We must create a more resilient system that recognizes the precarious nature of kids and families in poverty: they are often one accident, health issue, job loss or large rent increase away from having a major disruption to their lives. And the system must recognize the disproportionate representation of communities of color living in poverty.

Moving people up to the middle class from poverty and providing hope to Oregon families is why Governor Brown convened her Children's Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

The Governor's Children Cabinet strategy builds on existing programs to both: a) address root causes of family instability, and b) create a more resilient safety net that helps kids and families who face increased challenges.

The core components of this resilient system are:

1. Prioritize ending children's homelessness by providing greater housing stability for vulnerable children and their families
2. Healthcare coverage for 100% of children
3. Integrated addiction, treatment and behavioral health programs for kids and their families
4. Increase quality, affordable child care so low-income, working parents can stay at work knowing their children are safe at care.
5. Preschool for kids in poverty so they get to kindergarten ready to learn, and lower class sizes for K-3 and longer school years for all
6. Help parents get a better job to support their families through training and apprenticeship programs for the jobs of the future
7. A more effective foster care system that XXXX

Commented [NB1]: Need details based on the policy agenda.

Background and recent accomplishments

In the United States today, poverty is inextricably linked with geography and race. Those three factors are fortune tellers of a child's future. Despite the hard work, best intentions and costly interventions of many people to help children and families, we have failed to change the trajectory for many of these children, resulting in an overburdened foster care system, increased health care costs, higher crime, and homelessness.

Families with children under five are twice as likely to experience poverty: families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.¹ These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon's African American population lives in poverty, compared with 11 percent of non-Hispanic white Oregonians. Geographically across Oregon, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.²

We already know that education, stable housing, jobs, living wages, food security, access to health care and affordable and safe child care are the building blocks for families to thrive. Research shows that quality early education creates benefits that last a lifetime. Many of these programs have two-generations of benefits, allowing the parent to build their career while offering the child the services they need to be successful. Investments made now will pay off in reduced social service and public safety costs along with increased productivity and a healthier workforce in the future.

¹ The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

² The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

Housing

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened" and results in families having difficulty affording necessities such as food, clothing, transportation and medical care.³ Thirty-one percent of all renter household families in Oregon with children under five are spending more than half of their incomes on rent. For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that these families have little or no cushion for basic necessities, and as a result are just one minor financial emergency away from losing their homes.

The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members. In some counties more than 10 percent of students are experiencing a form of homelessness.⁴ It is clear that children living in higher-quality housing have higher kindergarten readiness scores⁵.

ADD PARAGRAPH ON RECENT HOUSING ACCOMPLISHMENTS

Healthcare

Thanks to the leadership of many, Oregon effectively has healthcare coverage for 100% of children in the state, with poor children covered by the Affordable Care Act's Medicaid expansion and the Children's Health Insurance Program (CHIP). Interestingly but not surprising, Medicaid coverage is a very effective antipoverty program. In a 2017 study of various social programs' impact on poverty, Medicaid accounted for a 3.8 percentage point reduction in the poverty rate overall, and an even great reduction for people of color. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits.⁶ The study showed that Medicaid coverage reduced poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.⁷

³ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

⁴ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations.

⁵ Coulton, C., Richter, F., Kim, S., Fischer, R., Cho, Y. (2016). Temporal effects of distressed housing on early childhood risk factors and kindergarten readiness. *Children and Youth Services Review*, 68, 59-72.

⁶ Georgetown 2018

⁷ 10.1377/hlthaff.2017.0331 *Health Affairs*, 36, No. 10 (2017): 1828-1837 ©2017 Project HOPE— The People-to-People Health Foundation, Inc. (Accessed 8/17/18).

Oregon's experience with the development and implementation of coordinated care organizations who deliver Medicaid services demonstrates that it is possible to provide good health care access and improve population health, while also slowing the growth of health care spending. This innovative approach of state and federal governments setting clear and measurable outcome metrics while also allowing greater flexibility in funding streams allowed local communities to better coordinate services and achieve the "triple aim" of Oregon's nationally recognized health care model. In the future, the Children's Cabinet will explore applying this approach to the social and educational services for children and their families.

Addiction, treatment and behavioral health

ADD BACKGROUND INFO FOR THIS SECTION

As a result, in 2017 the Governor created the Opioid Epidemic Task Force as part of a statewide effort to combat opioid abuse and dependency. The Task Force consists of medical experts, drug treatment specialists, and government officials. Their mission is to identify and implement efforts to address the growing opioid misuse and abuse across the state. Among other things, the Task Force has prioritized reducing the number of narcotic pills in circulation, improving access to high quality treatment, facilitating data sharing and the promotion of cutting edge education efforts.

In January 2018 the Governor issued Executive Order 18-01, which declared substance abuse and addiction to be a public health crisis in Oregon and calling for the Alcohol and Drug Policy Commission (ADPC) to create a state plan around addiction, prevention, treatment, and recovery. Shortly thereafter she signed into law a related bill (HB 4137) requiring that the ADPC provide the legislature with recommendations for a strategic plan for addiction prevention and recovery.

Childcare, preschool and schools

It is well-documented that benefits of universal high-quality prekindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

Families in poverty have much less access to quality preschool or child care. Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.¹² Oregon has several preschool programs that seek to get kids in poverty off to a strong start: Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education. However, currently these programs reach less than 30 percent of eligible children.

Commented [NB2]: Need actual citation for footnote or delete.

ADD ACCOMPLISHMENTS FOR THIS SECTION HERE

Child welfare

Additionally, children from families experiencing poverty are more likely to be neglected and abused. Data from the Study of Child Abuse and Neglect¹³ shows that poverty is a reliable predictor of maltreatment, especially neglect. That study found that children from families with low incomes were more than three times as likely to be abused and about seven times as likely to be neglected. In Oregon, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. Parental substance use disorders are involved with nearly three quarters of all foster care placements.¹⁴

ADD CHILD WELFARE ACCOMPLISHMENTS HERE

The most expensive tools

There is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 and 50 percent of the prison population grew up in families in the bottom quintile of income distribution.¹⁵ And in 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households.¹⁶ Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon's total population.¹⁷

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.

¹² None provided

¹³ <https://www.childwelfare.gov/topics/systemwide/statistics/nis/>

¹⁴ Estimate is derived from a 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul

¹⁵ Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

¹⁶ Looney, 2018

¹⁷ Oregon Youth Authority Quick Facts. January 2018

This is not only immoral, it is hugely expensive.... **NEED MORE BACKGROUND INFO HERE**

NEED LIST OF JUVENILE JUSTICE ACCOMPLISHMENTS HERE

The Governor's Strategies

ONE: Prioritize ending children's homelessness

TWO: Ensure Oregonians' access to health insurance coverage and increase overall health outcomes for children

THREE: Increase access to evidence-based mental health and addiction prevention, treatment and recovery services

FOUR: Increase quality, affordable child care

FIVE: Expand high-quality preschool for low-income children kids, lower class sizes for grades K-3 and longer school years for all

SIX: Help parents get a better job to support their families

SEVEN: A more effective foster care system that XXX

Commented [NB3]: Needs editing based on content.

Strategy Overview

Moving people up to the middle class from poverty and providing hope to Oregon families is why Governor Brown convened her Children's Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to create opportunities so all kids can thrive we need to make deeper investments in early care and education, health supports, and housing for families.

ONE: Prioritize ending children's homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.

Commented [NB4]: Note this is verbatim from the Housing policy agenda paper.

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads.

There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children’s enrichment, early learning, and other proven activities to help children succeed.

- A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.
- B. Dedicate resources to address the homeless crisis by raising funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon’s Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness.
Governor Brown’s Children’s Cabinet, in conjunction with OHCS and the Department of Human Services’ Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of exible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the “Acquisition of Naturally Occurring Affordable Housing Investment” fund.
- F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and nd pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.
- G. Build on successful strategies to increase low-income renters’ access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters’ access to legal resources by providing up to \$20 million in investments.

TWO: Ensure Oregonians’ access to health insurance coverage and increase overall health outcomes for children

We must continue to maintain health care coverage in Oregon, while at the same time sustaining the transformation of our overall system to further increase health outcomes at reasonable cost.

- Continue providing quality, affordable health care to 100 percent of Oregon children under 300 percent of the poverty line through Medicaid and the Children’s Health Insurance Program (CHIP).

- Provide universal home visiting to provide support to new parents and put them and their child on an early path to success.
- Provide culturally competent parenting support to families by enhancing existing philanthropic and community-based partnerships.
- Increase access to nutritional food sources and improve food security.
- Work with CCO's to provide supplemental health screening for children and to provide child care and transportation supports during transition to healthy families.

Commented [NB5]: I left this in but am not sure what specifically we would do. Would be better to add another line of specificity here on how we intend to do this.

Commented [NB6]: I don't understand what this means.

THREE: Increase access to evidence-based mental health and addiction prevention, treatment and recovery services

Increase access to evidence-based addiction and recovery support services for families with young children, including a two-generation approach to treatment that focuses on the adult and child needs in a family simultaneously.

- Include clear contracting standards for accountability and transparency in the delivery of behavioral health services provided through CCOs as part of new negotiated contracts.
- Complete the behavioral health workforce needs assessment called for in Oregon's Behavioral Health Collaborative by February 2019, including licensed, unlicensed, certified, uncertified, and registered workforce.
- Expand in-home intensive behavioral health services for children and youth with specialized needs.
- Assess barriers to effective use of peer-delivered services and establish clear standards for effective and appropriate use of peer delivered services as part of CCO re-contracting.
- Provide increased access to non-opioid alternative pain treatments.
- Reduce risk factors for suicide for Oregon youth and adults by implementing an Oregon Youth Suicide and Prevention Plan and an Adult State Suicide Prevention and Post-Prevention Plan.

FOUR: Increase quality, affordable child care

Expand access to quality childcare for low-income, working families so they can continue to work knowing their children are safe in care.

- Expand access to high-quality infant and toddler child care for working parents across Oregon that meet their cultural, linguistic, and scheduling needs
- Increase child care subsidies for low-income working families.
- Increase funding to Early Intervention/Early Childhood Special Education programs which support children with developmental delays and disabilities.
- Support business, education development, and incentives among Oregon's child care provider community to increase the stability and growth of child care access.

Commented [NB7]: This is not focused on low-income – I would cut.

FIVE: Expand high-quality preschool for low-income children kids, lower class sizes for grades K-3 and longer school years for all

Ensure kids in poverty get the early support they need to enter Kindergarten ready to learn.

- Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025; Provide support to and monitoring of preschool programs receiving State funds to ensure that quality and equity objectives are met.
- Improve class sizes in grades K-3 by reducing averages to 20 students in kindergarten and 23 in grades one to three, consistent with the Quality Education Model.
- Require a 180-day school year to ensure all Oregon children receive sufficient instructional time.
- Support the preschool workforce by improving its cultural and linguistic diversity and continuing to improve compensation through the creation of degree pathways from the AA to BA level that include financial support, as well as supports needed to work full-time and complete a degree. In addition, we must support on-going high-quality professional learning for preschool educators.

SIX: Help parents get a better job to support their families

Through the Governor's Future Ready Oregon initiative, increase training and apprenticeship programs for the jobs of the future that help adults get a better job

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

SEVEN: A more effective foster care system that XXX

NEED FOSTER CARE COPY HERE

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

This is Governor Brown's five-year plan for helping every family reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

From: [LESLIE Berri * GOV](#)
To: [BLOSSER Nik * GOV](#); [KORESKE Debbie * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: RE: Children's Agenda whitepaper
Date: Wednesday, August 29, 2018 11:01:03 PM
Attachments: [Children's Cabinet Prioritization Matrix Housing FIRST DRAFT.docx](#)
[Healthy Families Prioritization Matrix Version 3.docm](#)
[ECE WKGP Prioritization Matrix \(8.29.18\).docx](#)
[Children's Cabinet Prioritization Matrix PSWF.docx](#)

Got it – talk to you all at 7:15

Attached is a matrix for each work group that lists the idea and price tag. It will work as the cheat sheet you need for now. These are what we are working so hard to finalize this week in advance of the 9/4 meeting and then trying to turn these 4 docs into a presentation that will make sense for Tuesday. As you will see the healthy families WG has the ideas that are more along the lines of a 5-year strategy because they still need more work whereas preschool, child care and housing are nearly ready.

From: BLOSSER Nik * GOV
Sent: Wednesday, August 29, 2018 10:44 PM
To: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Children's Agenda whitepaper

Debbie (cc: Berri and Chris) -

First, this is the hardest one yet because it takes so many parts from others and we have to synthesize the work together. Housing, Healthcare and Education are each over 20 pages, but we can't have a 100-page Children's Agenda so we have to summarize a bit what's in the others. The hardest part of this which is currently still incomplete is the background and accomplishments section of this paper.

Debbie, I will need you to drop everything to focus on getting this done tomorrow so we can all review and Chris can put into layout tomorrow evening. There is a lot of work still to do:

1. We need a clear, one-line vision statement. I proposed one but am open to others.
2. I wrote an executive summary that needs review. I wasn't sure what to do with the more biographical paragraphs about the Governor, so I put them at the very end of the entire document. We cannot have too long an exec summary, so maybe going at the very end is fine.
3. I rearranged the background to flow by subject, and realizing we did not have an accomplishments section I think weaving in accomplishments in the background section is critical. I noted where the big chunks of text are needed for background and accomplishments for you to do.
4. I took the goals Berri had and tried to use the language we already drafted for the education, housing and healthcare papers. I don't yet have the Future Ready or Foster Care

papers so need your help finalizing those sections in particular.

5. A few more minor things:
 - a. Because we are using content from so many policy advisors, we'll have to decide how many to list on the cover.
 - b. I followed our whitepaper template in drafting the "Governor's Strategies" section

We also need a cheat sheet for some of the new items in this (parenting classes, universal home visiting, all the childcare stuff and some of the preschool stuff).

Thanks – Nik

PS I will be on the road and would like to ideally have a call in the am for at least Debbie, Berri and I to discuss. I will schedule.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

Children's Cabinet Recommendations
 Prioritization Matrix – HOUSING STABILIZATION WORK GROUP
 August 28, 2018
 *(1 to 10) – 10 means little resistance or significant evidence

Item #	Work Group	Problem Statement	Policy Solution	Metric used to support efficacy of solution.	*(1 to 10) scale of evidence to support downstream system results.	2019-21 Cost	2019-21 Reach (# of children and families)	Revenue stream to support investment	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support.
1	Housing	The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all. Oregon has one of the highest rates of unsheltered homelessness of families with children.	Focused child homelessness program will intentionally address unsheltered homeless families with rent assistance, housing navigators, and longer-term, more flexible funding that no other resource currently provides to help families find and retain their housing and other basic needs. The program will also bridge OHCS and DHS programs and leverage housing assistance with health, education and employment services. The \$20 million proposed will include \$6.5 million to expand the FSS Housing Stabilization Program (HSP) which serves DHS clients, and \$13.5 for a new statewide child homelessness program.	Success will be measured by the long term success of each family, and the percent of families that retained housing after six months, one year and two years. The program will also have two companion metrics: 1) The extent to which Family Self Sufficiency (DHS) client families are able to retain housing and reduce housing costs; and 2) the extent to which literally homeless families are able to find and retain housing and get connected to applicable services.	8	\$20 M	Statewide program – extrapolate from HSP and EHA?	General Fund	Potential to leverage federal dollars, including HUD Continuum of Care funding and homeless youth funds in the range of \$2 million; the program will also leverage \$\$ federal TANF dollars by enhancing the existing DHS Housing Stabilization Program.	7

Commented [MS1]: Lots of evidence that housing is foundational to other outcomes. Family research study shows some results for rapid rehousing. Other research for this specific approach? Or do we rest on the fact that the flexible and longer term dollars are seen as the emerging best practice in national dialogues?

Commented [MS2]: This was the recent grant the ROCC applied for but did not receive.

2	Housing	The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period	Develop 2,200-2,600 affordable homes, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program	The number of new homes built, in particular larger units most appropriate for families. The number of LIFT homes occupied by families with children who have experienced homelessness; and the success in linking those families to supportive services to set them up for long term success.	10	\$160 million	Up to 2,600 households, with a target of 1500 homes occupied by formerly homeless families with children.	Article 11Q General Obligation Bonds	Leverages 4% federal Low Income Housing Tax Credits and Private Activity Bonds, private equity investment, and conventional loans. Federal funds and private equity would exceed \$175M on \$160M in LIFT funds from the state.	10
3	Housing	Too many families in Oregon are struggling to navigate an extremely tight rental housing market. The scarcity of housing puts rents out of reach for many families, with 47% of low income renters paying more than 50% of their incomes toward housing costs. Families need resources to understand their housing options, to overcome barriers that are locking them out of housing, to understand their rights and responsibilities to ensure their families have safe, healthy and stable homes.	Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.	Desired outcomes include: 1) increase in landlords' and tenants' knowledge of rights and responsibilities, including fair housing requirements; and 2) show the impact of tenant trainings as a way to increase access to, and retention of, rental housing.	7	\$20 million	Statewide reach with standard tool kits for landlords and renters; an array of different engagements will touch up to xxx renters with one time or ongoing programs. Approximately 300 touched with classroom trainings and 300 with in depth ready to rent courses, and additional served with legal aid	General Fund	Leverages Meyer Memorial Trust funding through the \$2 million Housing Access program, which is dramatically oversubscribed.	5

Commented [MS3]: The evidence here is 1) importance of housing for other social goals and 2) PSH research.

Commented [MS4]: Meyer has been funding this work. Anecdotal evidence that the ready to rent courses are very effective.

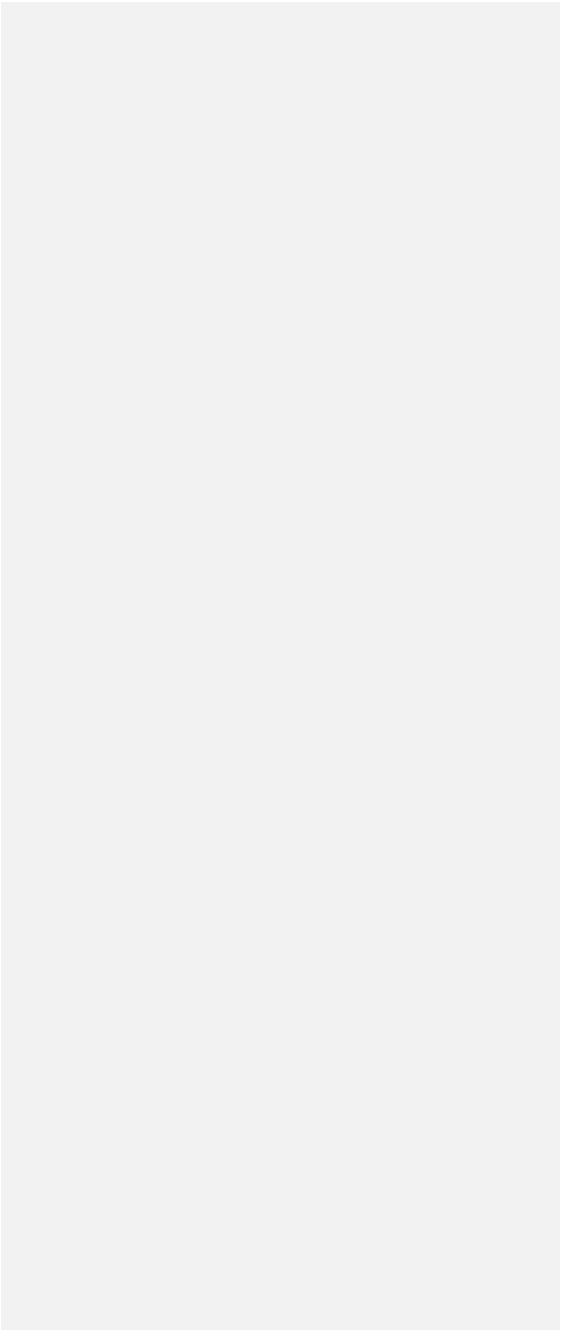
Commented [MS5]: I have no earthly idea how to estimate this. Largely because these are totally different kinds of engagement. I would imagine there would be some FHCO one and done workshops with landlords, and then some housing authorities would be working with 25 families for 6 months or more through rentwell classes. Maybe this is ok for now.

4	Housing	Oregon is experiencing a high rate of homelessness. People of color and rural residents are more likely to be homeless, and the rate of unsheltered homelessness is among the highest in the nation. Flexible state resources are needed to help local communities address needs on the ground, which includes rehousing homeless individuals and preventing families from falling into the trauma of homelessness.	Dedicate resources to Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). Address Oregon's crisis around people experiencing homelessness by raising the Current Service Level (CSL) funding amounts for EHA and SHAP to match 2017-19 investment levels.	KPM on percentage of people that retain housing after 6 months; number of people served. OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families	6	\$40 million	People served – plug in data	General Fund	Leverages federal HUD Continuum of Care dollars	6
5	Housing	Oregon has a lack of housing supply available and affordable to low income families. As we look to build new housing, we must also preserve our existing infrastructure of affordable rental housing. For every one new rental apartment coming on line, 2 are at risk of loss due to deterioration or expiring subsidies. A concerted preservation effort is needed to ensure we do not lose ground.	Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.	Number of homes preserved with long term affordability and capital improvements.	10	\$25 million	400 households	Bonding authority - a combination of 11Q General Obligation Bonds and Lottery Backed Bonds	Leverages federal 4% Low Income Housing Tax Credits, Private Activity Bonds, federal project based rental assistance, conventional loans and private equity anticipated at more than \$25 million	10
6	Housing	Thousands of low income Oregon families reside in market rate rental properties where they are susceptible to rent increases or displacement if the property is sold or recapitalized. A resource is needed to stabilize these properties, prevent	Acquire at least 800 multifamily rental homes that offer rents at or below market below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund. The program will work	Number of homes acquired and have rents stabilized; number of families who remain in place after the acquisition, particularly for communities of color in neighborhoods vulnerable to displacement; and	9	\$20 million	800 households	Lottery Backed Bonds	Potential leverage includes \$30 million Meyer Memorial Trust NOAH program; acquisition component of Metro Bond measure on November 2018 ballot (up to	6

Commented [MS6]: This is awkward... we don't have effectiveness data overall but we know there are bright spots within the network.

Commented [MS7]: Is that the way to couch this, since we are proposing an additional \$40 million above CSL?

		displacement of residents, and add to the stock of affordable housing.	through intermediaries and with experienced affordable housing owners to bring properties into the affordable housing portfolio. It will be structured as a revolving fund and the monies will cycle back to OHCS for reinvestment.	property improvements that help improve housing quality for existing residents.						\$100 million); National Housing Trust NOAH fund; and federal Opportunity Zones.	
7	Housing		Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.								



Problem Statement:	Policy Solution and POP #	2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support.	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	Expand support for pregnant moms with SUD (e.g., Project Nurture) Nearly 40% of pregnant women with untreated SUD lose custody of their children. Strong connection to intergenerational transmission of trauma with long-term health impacts	\$XXX (Need budget estimates- from HealthShare?)	Initial GF investments: regional infrastructure/planning. Sustained revenue through billing (Private insurance, Medicaid). OHA working to address some ongoing billing issues w/CMS.	% reduction in odds of pre-term birth % reduction in c-section rates # of prenatal care visits Rate of MAT use # infants requiring additional care at birth % women who had custody of infants at program exit		Medicaid FMAP Potential philanthropy interest in infrastructure support?	
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	Treat addiction as chronic illness – improve tx over long term (Improves stigma) Designating addiction as a chronic illness combats stigma and underscores the need for a continuum of care rather than benefits limited to experience of acute symptoms or relapse. Would ensure these services available to all, including caregivers of young children or expecting parents.	Legislative designation of addiction as a chronic illness. Require coverage for continuum of care benefits, with potential	No cost for chronic illness designation. No additional cost for HERC evaluation of services needing to be added to PL. Likely impact to payers to expand coverage; estimate unknown. \$ XXX for analysis/ regulatory function (i.e., DCBS/OHA roles)	Benefit inclusivity of continuum of care Rate of service utilization (as indication of stigma reduction/access)		Medicaid FMAP	
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	Rate review, including for telehealth services (OHA & SB 800) Rates are low for outpatient mental health and substance use treatment codes	Not costed out					
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	Incentivize providers at all levels of addiction treatment services to engage in treating this population by providing educational and other financial incentives (i.e., loan repayments/stipends) to increase workforce capacity. Expand current Project ECHO model to enhance ambulatory treatment providers. Inadequate capacity within the substance use disorder treatment system/provider network to address the <u>timely</u> needs of individuals affected by SUD; contributes to cross-generational transmission of trauma and poor health outcomes for children in affected families; capacity is most limited in rural communities.	\$XXX for comprehensive rural SUD needs assessment; incentive payments for rural SUD providers, adjustments in CCO budgets to match findings from rural SUD needs assessments	Medicaid/GF (in HSD or other budgets?)	Ratios between availability of SUD services, diagnosis, and prevalence rates to fit within TBD “interval” or “range” for each CCO/payer	4-5 (considering extra workflow for payers (or perceived)	Amount unknown dependent upon needs assessment results; Federal grant dollars could be used to enhance service capacity but not a good use of funds for a needs assessment for assessing needs of currently covered “lives”.	(additional access to services will cost more \$ initially but end up reducing cost of acute care service utilization)
Problem Statement:	Policy Solution and POP #	2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.

					legislative and stakeholder support		
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	Parent Child Interactive Therapy (PCIT) *Continue funding PCIT non-Medicaid reimbursable costs for current sites *Fund continued expansion of PCIT services to 12 or more new locations over 2 yrs.	4.75 million-5.1 million for PCIT expansion Need 1.0 FTE to manage expansion in child and family BH team	Medicaid Billing, Possible partnership with DHS and Family First Prevention ACT	PCIT Eyberg Scale pre/post		FFPA, possible partnership with DHS	
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	PMTO (Parent Management Training – Oregon) Launch Full Transfer Implementation Model of PMTO with goal of statewide access within 6 yrs. Flexible, yet structured evidence based effective family behavioral health treatments with outcome measure collection are needed to increase effectiveness of mental health treatment of children of all ages	PMTO \$1 million over 5 years;		PMTO fidelity measurement; Fidelity Reviews and tracking Train the Trainer (# of clinicians trained, trainings performed, clients served)		Family First Prevention ACT + Possible partnership with DHS	for every \$1 spent \$2.77 is saved
Access to mental, behavioral and addiction treatment is in short supply, especially in rural Oregon.	CPP (Child Parent Psychotherapy) Continue to fund training of MH therapists in the model CPP.	CPP \$150,000 per biennium	Medicaid Billing,	Track # of trainings provided, # clinicians 2	Child Welfare and other Community partners state that there are a limited number of Infant/toddler/Mental health trained providers who can provide that dyadic trauma treatment for very young children and their parents.	Possibly FFPA	

Problem Statement:	Policy Solution and POP #	2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.
Families often aren't aware of services available to them.	<p>Perinatal depression screening, consultation and care coordination</p> <p>Incentives to enhance screening rates; expand OPAL-A services to include informational outreach to OBGYNs and PCPS, Education about Maternal screening and treating Depression, Expert consultation/care coordination for peripartum mental health conditions; link to home visiting nurse programs and early childhood dyadic services</p> <p>One in seven women suffer from peripartum depression; rates are also high for fathers and adoptive parents/kinship caregivers.</p>	\$1 million/ biennium in additional funding [mostly to support OPAL-A to augment delivery of services]	Medicaid, Commercial insurers (require 50% funding?), GF	<p>Screening rates (claims data)</p> <p>Improvements in postpartum visit CCO incentive metric rates (new metric to be implemented 2019/2020)</p> <p>Consultations provided through OPAL-A for perinatal mental health conditions.</p> <p>Increased Provider Confidence in diagnosis and treatment.</p> <p>Rates of Connection to services</p>		Medicaid FMAP Massachussets model: 55% budget covered by commercial payers	

Problem Statement:	Policy Solution and POP #	2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.
There is currently no universal access point for family supports that is non-stigmatizing and that can help identify families that may have deeper needs. Families often aren’t aware of services available to them.	<p>Universal home visiting (Family Connects model) implemented initially through local public health authorities who interface with all Medicaid families.</p> <p>Intention is to simultaneously engage private sector to support non-Medicaid families and create true universal coverage for all families with newborns</p> <p>Connects all families with appropriate services and supports.</p>	\$8 million State and Federal investment to serve 10,000 families.	\$3.5 million State General Fund (\$900K for infrastructure and program support); \$4.5 million leveraged of Federal Funds	<p>Reduced emergency medical care for infants</p> <p>Increase in number of families connected to appropriate services</p>	(not difficult but requires GF investment that will be weighed against other needed investments; leveraging federal funds a plus)	State investment of \$3.5 million has potential to draw down federal support of \$4.5 million federal investment through Targeted Case Management (TCM) Medicaid reimbursement pending review and approval by Centers for Medicaid and Medicare Services (CMS).	<p>From Evaluation of Family Connects Model:</p> <ul style="list-style-type: none">• More connections to community resources at 6 months• More positive parenting behaviors with their infant (e.g., nurturing touch, reading) at 6 months• 28% less clinical anxiety reported by mothers at 6 months• Higher quality home environments (e.g., safety, books, toys, and learning materials) at 6 months• More connections to community resources at 6 months <p>Reduced Emergency Medical Care (hospital overnights, emergency department and emergency doctor visits) for infants at 6 months, 12 months, and 24 months. The Family Connects Model estimates that for every dollar invested in the program, there is a \$3.17 savings, primarily from reduced infant emergency medical care.</p>

Problem Statement:	Problem Statement	Policy Solution and POP #	2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.
Home visiting programs only fund visits for about 15% of the currently eligible population.	Home visiting programs only fund visits for about 15% of the currently eligible population	Increase access to Healthy Families Oregon (HFO) (OPEC) (Family Supports: Package 156 [ODE/ELD])	\$8 m in new funding over current \$24 m in CSL	GF	Up to date immunizations Reading to child 3x per week Positive parent-child interaction Reduced parent stress Rate of maltreatment Kindergarten readiness of children and families receiving Healthy Families Oregon services		HFO currently leverages \$5 m in federal Medicaid funding. May be opportunity to leverage federal Family First funds	HFA meets DHHS standards for an evidenced-based home visiting with proven outcomes around reducing abuse and neglect, improving child health and increasing school readiness HFO has been evaluated by NPC research and show to be correlated with reductions in abuse and neglect.

Problem Statement:	Policy Solution and POP #		2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.
In 2016, there were 11,843 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them under the age of three.	Increase the number of at-risk families with access to Relief Nursery services and increase number of communities with Relief Nurseries (OPEC) (Family Supports: Package 156 [ODE/ELD])	\$8 m increase in GF over \$10.9 m in CSL	GF	Increase in families reporting reduced risk factors and increased resiliency factors Prevention of foster care or other formal DHS involvement for families participating in the program Increase families ability to support literacy practices at home		During the 2015-17 biennium, Relief Nurseries privately raised \$16.5 m and secured another \$12.5 m through grants and other sources May be opportunity to leverage federal Family First funds	A 2011 evaluation of Relief Nurseries conducted by PSU found that 98.5% of children from enrolled families avoided foster care and continued living safely with families	

<p>There are currently only enough evidenced-based parenting education programs to reach about 3% of Oregon’s parents with children under the age of five.</p>	<p>Increase access to community-based parenting education programs leveraging philanthropic investment in Oregon Parenting Education Collaborative (OPEC) (Family Supports: Package 156 [ODE/ELD])</p>	<p>\$10m</p>	<p>GF</p>	<p>Ongoing evaluation is imbedded in OPEC infrastructure</p> <p>Increase in number of parents who have completed an evidenced- based parenting education program</p> <p>Increase in parents who have completed program and demonstrate increased parenting skills as measured by Parenting Skill Ladder</p>		<p>Philanthropic investment of about \$3 m per biennium in OPEC and the infrastructure to support community-based parenting education</p> <p>May be opportunities to leverage federal Family First funds</p>	<p>Evidence-based Parenting Education programs have been demonstrated to increase positive parenting, positive child and adult mental health outcomes and health-promoting behavior and decrease child problem behaviors, parenting stress and incidences of abuse and neglect</p>
<p>There are currently only enough evidenced-based parenting education programs to reach about 3% of Oregon’s parents with children under the age of five.</p>	<p>Equity Fund to support community-based culturally specific early learning and parenting education programs (OPEC) (Family Supports: Package 156 [ODE/ELD])</p>	<p>\$15 m</p>	<p>GF</p>	<p>Increase in number of families receiving culturally responsive early learning & parenting supports</p> <p><u>Note:</u> POP includes funding to support program evaluation</p>	<p>Proposal for Equity Fund has been developed by a coalition of culturally-specific organizations that includes: Latino Network, Black Parent Initiative and Native American Youth and Family Center</p>	<p>Leverages funds culturally-specific community-based organizations have already raised to support early learning and parenting services</p>	

Universal Home Visiting

Problem Statement: Statewide only about 20% of families eligible for current programs are being served by home visiting due to capacity and resource constraints. In addition, investments in home visiting are not uniform across the state creating capacity differentials from community to community. Second, the initial connection, coordination and triage for families is missing in most communities. While several communities have explored using a common home visiting entry form, success has been variable. Third, a universal human touch point is missing that can assess the family’s needs, improve referrals to services that best address those needs, assure no duplication of services and improve data collection from the start. Current screening efforts do not reach all Oregon families so we know there are missed opportunities to connect families with the services they need and want. Family Connects (FC) is a newborn nurse home visiting program designed to address existing limitations to targeted home visiting programs. The program is brief (1-3 nurse home visits) and is implemented universally to maximize population reach and community acceptance.

Item #	Work Group	Problem Statement	Policy Solution and POP #	2019-21 Cost	Revenue stream to support investment	Metric used to support efficacy of solution.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support.	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) scale of evidence to support downstream system results.
	Early Care & Education								
		Supply of quality, affordable child care, particularly for infants is insufficient statewide	<p>Baby Promise: Contracted slots & professional supports to build supply of quality, infant, toddler care (ODE/ELD Package 153)</p> <p>Support 400 - 600 child care providers to provide affordable high-quality care to approximately 1,000 infants and toddlers</p>	\$29.3 m	\$25 m GF \$4.3 m fed (CCDF)	<p>Increase in number of providers who are (1) serving infants and toddler; (2) serving families eligible for child care subsidies; and (3) meeting quality benchmarks</p> <p>Decrease in turnover of Baby Promise providers</p> <p>Decrease in number of families seeking ERDC reporting challenges finding infant</p>	<p>ELC, CCDF workgroup & DHS have all identified supply of child care, particularly for infants & toddlers as highest priority</p> <p>Legislators with whom we've shared the Baby Promise concept have been supportive of the idea. Does require a significant GF investment to scale, which may be heavy lift.</p>	\$4.3 m federal CCDF	<p>Documented child care deserts across Oregon</p> <p>Strong evidence on the impact of quality care for infants & toddlers on long-term development</p> <p>During ELC strategic planning engagement sessions, the Council continually heard about the crisis facing</p>

						<p>and toddler care</p> <p>Increase in number of ERCD eligible families with infants & toddlers who are paying less than 7% of income on child care expenses and receiving child care that meets quality benchmarks</p> <p>Increase in Kindergarten Readiness of participating children</p>			<p>communities caused by the lack of infant & toddler care</p>
		<p>Supply of quality, affordable child care, particularly for infants is insufficient statewide</p>	<p>Expand coaching and supports for child care providers</p> <p>Increase competency-based professional learning</p> <p>Add Quality Improvement</p>	\$15m	\$12.6 million from new CCDF funds(part of September e-board request)	<p>Increase in providers serving infants/toddlers with greatest need engaged in Spark</p> <p>Increase in quality of educational environments for infants/toddler</p>	<p>Workforce supports and professional development identified as priority by CCDF workgroup</p>		<p>Turnover rates for provider remain incredibly high for providers impacting both supply and quality of care</p> <p>Increases in quality of care</p>

			Specialists to provide TA/Focused Child Care Networks Fund quality improvement incentives			s, as measured by valid and reliable tools (-ERS) Increase in financial stability and sustainability of programs Decrease in turnover of infant/toddler educators			associated with improved developmental outcomes including Kindergarten Readiness
		Supply of quality, affordable child care, particularly for infants is insufficient statewide	New “pre-payment” process for certified centers receiving ERDC payments	\$3.9 m	Federal CCDF	Increase in number of centers willing to accept ERDC			At the end of pre-pay pilot in December 2018, data will be compiled to determine impact
			Rate increase for ERDC providers Increase the maximum reimbursement rate for ERDC providers to 75 th percentile based on the 2018 market rate study	\$11 million <i>Needs to wait until 2021-23 biennium because of IT issues</i>		Increase in number of licensed providers accepting ERDC Decrease in ERDC provider turnover Increase in ERDC families	Identified by CCDF workgroup as priority Legislators from rural areas have expressed strong concern about impact of low provider reimbursement rates for rural communities		

						choosing licensed care			
						Increase in supply of licensed child care			
			Pay child care registration fees for families receiving ERDC	\$790 K <i>DHS has an administrative process to support this strategy. Possibility to be done through support service</i>	CCDF?	Increase in licensed providers accepting subsidy Increase in ERDC families choosing licensed care			
			Contract directly with providers to serve ERDC families		DHS will use part of \$10 m in new CCDF funds to pilot options (per Septembe r e-board request)	Increase in continuity of care for ERDC families Decrease in turnover of providers			
		Child care, regardless of quality, is unaffordabl e for families	Revise and reduce co- pays for families receiving ERDC	<i>Needs to wait until 2021-23 biennium because of IT issues</i>		Decrease in percent of family income spent on child care	Identified by CCDF workgroup as priority		During strategic planning engagement sessions, ELC heard from

				<i>DHS may be able to pilot this concept by incorporating as demonstration project(s) through contracted work to provide after hours, weekend, alternative and school aged care.</i>		Increase continuity of care for ERDC families			families and community partners on the financial impact of the high co-pays
			Allow a gradual phase out of ERDC as families incomes grow to reduce cliff effect	<i>Needs to wait until 2021-23 biennium because of IT issues</i>			Identified as priority by CCDF workgroup		
			Allow unemployed families to receive ERDC for a three-month work period	<i>Proposal to meet the need through JOBS funding and no longer needed on the list</i>					
		The child care regulatory system does not have sufficient resources to provide effective monitoring of licensed	Revise statutes to expand regulatory tools	<i>No fiscal impact</i>		Fewer high & severe violations in licensed child care (over time)	Has been consistent support from legislature about address gaps in OCC statutory authority May be some concern about “over regulation”		

		child care programs					exacerbating child care shortage		
		The child care regulatory system does not have sufficient resources to provide effective monitoring of licensed child care programs	Increase Office of Child Care capacity to license and monitor programs Reduce licensing caseloads from 1:138 to 1:108	\$5 m CCDF (September e-board) 942K in additional CCDF to be requested during session to get to 1:100		Increase in number of on-site visits of licensed child care Increase in timeliness of OCC actions Fewer high & severe violations in licensed child care (over time) Decrease in number of valid complaints (over time)	Proposal vetted by CCDF workgroup Recognition of urgency of addressing health & safety of children in child care Increases in staffing levels of state agencies always require strong justification		National best practice standards is a 1:50 licensing ratio
		The child care regulatory system does not have sufficient resources to provide effective monitoring of licensed child care programs	Continue to pilot tandem investigations with DHS of allegations of abuse & neglect in regulated and licensed child care settings	\$822 K	GF	Increase in the percentage of cases involving investigations of abuse & neglect in child care settings where OCC is able to take effective and timely legal action			SOS office is auditing this pilot and provide evaluation of its effectiveness
		The child care	Offset the cost to licensed	\$2.3 m	Federal CCDF		Part of CCDF workgroup		

		regulatory system does not have sufficient resources to provide effective monitoring of licensed child care programs	child care providers of additional CCDF requirements Fully subsidize background checks Cover cost of mandatory First Aid/CPR training	Part of September e-board request on use of new CCDF funds \$1.9 m \$360 K			recommendations. Support from unions representing child care workers for offsetting these costs		
		Resources are insufficient to provide services that meet the needs of young children with disabilities and their families	Increase funding for EI/ECSE to ensure that enrolled children receive adequate service levels	\$75 m above \$229 CSL (All funds)	GF	<p>Increase in percentage of children enrolled in EI/ECSE receiving adequate service levels</p> <p>Increase in kindergarten readiness of children who received EI/ECSE services</p> <p><i>Reduction in the percentage of children who received EI/ECSE services</i></p>		Oregon currently received approximately \$33 million in federal funds for EI/ECSE. The state would not be able to draw down additional federal funds based on an increased GF allocation	

						<i>who have an IEP at 3rd grade (?)</i>			
			Strengthen pathways for screening to referral, and ensure that there are place to refer children and families, including children who do not meet the eligibility requirements for EI/ECSE	<i>Additional work needs to be done to develop recommendations – may be a 2021-23 agenda.</i> <i>A number of recommendations from the Healthy Families workgroup – expanded dyadic behavioral health services, more parenting education and home visiting – would help address the capacity of communities to serve families.</i>		Increase in the percentage of children flagged by a developmental screen who receive appropriate services Increase in Kindergarten Readiness			

Children’s Cabinet Recommendations

Prioritization Matrix – PRESCHOOL AND WORKFORCE WORK GROUP

August 28, 2018

*(1 to 10) – 10 means little resistance or significant evidence

Item #	Work Group	Problem Statement	Policy Solution	Metric used to support efficacy of solution.	*(1 to 10) scale of evidence to support downstream system results.	2019-21 Cost	2019-21 Reach (# of children and families)	Revenue stream to support investment	Amount of Federal, private or philanthropic dollars leveraged.	*(1 to 10) degree of difficulty to earn legislative and stakeholder support.
	PS/WF	Children in low-income families and children of color are less likely to have access to preschool; socioeconomic status and race/ethnicity is still a predictor of kindergarten readiness	Expand Preschool Promise and ensure OPK is funded to meet high-quality standards and align with Preschool Promise (e.g., compensation for teachers, school-day program, transportation)	Short-term: increased kindergarten readiness as measured by OKA, increased proficiency in third grade as measured by SBAC Long-term: cost savings in special education, lower grade retention, higher graduation rates, lower health care costs	10	\$237 million	Approx. 29,000	Existing OPK and Preschool Promise; TBD expanded revenue	\$2 million+	9
	PS/WF	Children in ECSE do not receive the adequate service levels needed to address developmental delays and disabilities, including being supported to develop and learn in an inclusive classroom	Fund Early Intervention ECSE to meet adequate service levels, better utilize ECSE in concert with other preschool dollars (e.g., Preschool Promise and OPK)	Number of children served in inclusive settings; increase in kindergarten readiness measures	10	\$75.8 million	Approx. 26,000		\$33.5+ million	9
	PS/WF	The progression of quality standards from licensing to meeting OPK or Preschool Promise standards is an evolution that takes time and resources	Revise and fund the Spark system to work to move program quality and improve community readiness to expand preschool	Increased number of programs progressing toward high-quality programs; increased number of low-income children in high-quality programs	9	\$20 million	Approx. 25,000		\$4 million+	7
	PS/WF	The current early care and education workforce does not have the supports to increase their education in early care	Establish a scholarship program at HECC to support attainment of AA and BA in early childhood, build capacity	Increased number of ECE educators with an AA or BA; decrease in waivers for higher education	10	\$7 million	Approx. 18,000		Pell Grants and other federal financial aid	8

		and education – and many educators make poverty wages and rely on public assistance	of the higher ed to serve non-traditional students w/ both different curriculum and wrap-around supports	requirements for pre-k educators; Increase in program quality and children’s readiness for K						
	PS/WF	Ongoing training for the early care and education workforce is sparse, with many trainings focused on basic skills. Without ongoing support to improve their practice, teachers will likely not have the knowledge and skills to implement best practice	Establish stronger professional learning networks through regional Child Care Resource and Referral System	Increased competency among educators; Increase in program quality and children’s readiness for K	9	\$5 million	Approx. 30,000		\$5+ million	7
	PS/WF	Administrators from K-12 and ECE programs are unlikely to engage in shared professional learning, primarily because there is a dearth of opportunities, creating abrupt transitions for young children and uneven leadership for early childhood programs In addition, communities have begun to rally around PK-K transition, but there is not robust enough supports to ensure this transition is seamless for families.	Establish Pre-K/K Centers of Excellence in communities through the Educator Advancement Council. Centers will provide ongoing PD to administrators and recognize best practice in transitions	Increased kindergarten readiness; Decreased number of incidences of behavior-related interventions in K	9	\$7 million	Approx. 15,000	EAC/KPI dollar additions	ESEA Title II dollars	7

From: [KONDAYEN Kate * GOV](#)
To: [LABAR James * GOV](#); [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Thursday, August 30, 2018 12:00:05 AM
Attachments: [Governor Brown's Housing Agenda 8.30\[1\].pdf](#)

Hi all,

The final version (fingers crossed!) is attached. In addition to the edits sent along this afternoon/evening, James and I talked through minor wording and formatting changes, and I did another set of copy edits. I want to point out three things for careful review:

- Per Nik's directive to move up the last two paragraphs of copy, I had to significantly alter the text of the entire Strategy Four on the last two pages of body copy. **Would you all please give it a close read to make sure it still makes sense from a policy perspective, keeping an eye out for copy edits?**
- The header on pages 14 and 15 were originally labeled "Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep" and "The Governor's Strategies:..." It was unclear structural labeling, so I changed the first header to "Goal: Making Sure Every Oregon Family has a Safe Place to Sleep." Easily changed back.
- Strategy Two on page 15 was unclear and repetitive due to editing errors at some point along the way. James and I revised.

Please let me know if you catch anything that needs to be changed. I can make myself available at any time tomorrow, but just in case, Chris, the updated InDesign file is in the drive, marked as Housing Final.

Best,
Kate

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:31 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: RE: Housing in layout

All,

Paragraph for review:

Governor Brown launched Future Ready Oregon to help meet construction workforce needs. The plan (HB 4144) turns wage earners into job creators by helping mid-career construction professionals start their own business, and provides incentives to attract and retain new, young talent into the workforce. Resources are available for businesses in rural Oregon who work on affordable, low-, and middle-income housing. Future Ready Oregon will help provide the needed construction skills, businesses, and workers to build the increasing supply of homes across the housing spectrum throughout Oregon.

I'm not suggesting we put this in the background, but for additional edification (and to prepare for the onslaught of questions and critiques) from a recent convo with Employment Dept.:

There seems to be a developing theme of, "We just don't have any construction workers." There are also comments about the way in which construction employment was "decimated" during the Great Recession (true), but little acknowledgement that construction employment now surpasses the levels from before the recession...to help frame the "construction employment" conversation in ways that can be supported by the data. Do we have construction workers? Yes. Do we have more construction workers than we've ever had before? Yes. Do we have "enough" construction workers, with the right skills and licenses and certifications, in all the geographic areas where they're needed? No. Will a lot of construction workers be retiring in the next few years? Yes.

Thanks,

James

From: KONDAYEN Kate * GOV

Sent: Wednesday, August 29, 2018 8:20 PM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

Great! I will wait for copy from James then make all changes at once.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 7:56 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

Hi – looking good. A few annotated items on the attached.

PDF pages: 3, 16, 22-23

After you make these and throw in James' final paragraph, we should be done. Main thing is to fit everything on 23 total pages so you may need to do some additional cutting. I am sending this version to the Governor for a final look, too.

Great work!

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 6:06 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Hi all,

Updated PDF attached, and updated InDesign file in the drive for Chris. I just made annotated changes, but will do another full review after 7:00 PM too.

James, can you send along the new closing paragraph?

Best,
Kate

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Okay – here are what I hope are final edits in the attached annotated version.

A few key points:

1. The Exec summary is too long so I cut it a bit. Would like to cut more, but we need the language in there about rental protections so don't think we can.
2. The third bullet of the plan needs to be "Invest in Permanent Supportive Housing for the

Chronically Homeless” – I noted that.

3. We need periods at the end of every one of the italicized descriptions. I noted that.
4. James caught some of the bigger issues I saw.
5. Who is the Harney County partner? Right now it says “PARTNER NAME”
6. James, we need a paragraph at the end of agenda item #4 about apprenticeships in rural Oregon for construction. We talk about it in the italicized summary (which I rewrote).

After this and getting items 5 and 6 from James I think we are good. I would like to have the Governor take one last look at the final, if possible.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:32 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Thanks, James.

Chris, I'll go in and make these changes now. Will let you know when I've re-uploaded the file.

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:31 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: RE: Housing in layout

All,

Read layout. Scanned word doc. Looks good. Two corrections needed in the layout version.

1. In layout version, p. 15 it says, (misspelling and duplicative)

“End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs”

Needs to say:

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon

2. In layout version, p. 16 it says, (missing words)

Dedicate resources
Emergency Housing Assistance
(EHA) and State Homeless
Assistance Program (SHAP).
OHCS is working with Oregon's
Housing Stability Council and the
Community Action Partnership of
Oregon to incorporate national
best practices and outcome oriented
approaches to build on
the success of these resources,
and to deliver the most impactful
results for homeless individuals
and families.

Needs to say

Dedicate resources to address Oregon's homeless crisis by raising the funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

From: PAIR Chris * GOV

Sent: Wednesday, August 29, 2018 11:09 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

All edits are included in the attached. I've also included a clean word doc to add any copy edits to. If you have layout edits, please mark up the PDF or send a list of edits.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:31 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

Updated numbers in the goal are attached. James, when Chris sends around the updated version in layout, please look closely to make sure I subbed the language in every possible place—I just found one.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Thanks, Nik!

James also just got info from OHCS that we can actually triple instead of over double the pipeline. I will go into the Word doc now and add into Goal #4 and redistribute for reference.

Language:

“Triple the existing pipeline – up to 25,000 units by 2023”

Rationale:

- Consistent time horizon with statewide housing plan. Language will be identical in both documents.
- We are concerned about the roughly 3,000 units that get us from the 19-21 math to 20,000 by 2021.

Here is the math.

We used what's below which gets us to 17,500 units by the end of 2021, and then we assumed 2021-23 numbers:

4,000 doc fee and LIHTC (some slight changes expected in LIHTC due to federal changes)

4,000 (same level of funding in gov budget for 21-23)

1,200 accelerator

=9,200

9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:18 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: Re: Housing in layout

All – Great job. Please put the attached back into layout so we can get this finalized. Here are the steps:

1. Put into layout (attached)
2. Final review by Governor and the whitepaper team
3. Make the call about checking with any external stakeholders
4. Go live

Still could happen later today I think, but might be tomorrow am.

A few notes on the latest draft:

- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let's make a final call on this after seeing it in layout.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:05 AM

To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: Re: Housing in layout

Not a problem to include Attachment #2

From: LABAR James * GOV <James.Labar@oregon.gov>

Date: Wednesday, August 29, 2018 at 9:35 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: RE: Housing in layout

All,

Here you go. I attached "Attachment #2, which is for footnote 17. If a pain to lay out, I'd just remove footnote. Not a pain, please include. I think it works either way.

This thing is looking good. Thanks to all.

Thanks,

James

From: LABAR James * GOV

Sent: Wednesday, August 29, 2018 9:20 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: RE: Housing in layout

Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

From: BLOSSER Nik * GOV

Sent: Wednesday, August 29, 2018 7:47 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: Re: Housing in layout

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Tuesday, August 28, 2018 at 10:47 PM

To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Housing in layout

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

Housing Policy Agenda:

Housing Stability for Children, Veterans,
and the Chronically Homeless and
Increased Housing Supply for Urban
and Rural Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 30, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that focus on areas where the impacts of the housing shortage are the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. One overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time supporting development partners to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases.



Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing for the Chronically Homeless*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by tripling the existing pipeline to 25,000 homes by 2023, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than white Oregonians.³

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



According to the 2017 Point-in-Time Count, 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015.⁴ The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

4. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

5. National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet is a collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which includes populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent supportive housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Urban Oregonians are not the only people facing housing challenges. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that disincentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable.

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.



RECENT ACCOMPLISHMENTS

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include¹⁷:

ONE: Increased development of affordable homes

Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁸ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously

underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Please see Attachment 2, Milestones Table for more detail.

18. Note: All three numbers include preservation as well as new homes.



THREE: Rural housing projects

In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald: GK Machine and the City of Donald
- Pacific City: Nestucca Ridge Development
- Warm Springs: Jefferson County School District
- Harney County: Community Response Team
- Lincoln County: Proud Ground

FOUR: Supporting first-time homebuyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a statewide housing roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Goal: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's agenda has four strategies that focus on areas where the impacts of the housing shortage have been the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases.



The Governor's Strategies:

ONE: Prioritize Ending Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁹

TWO: House Oregon's Veterans

End veteran homelessness in Oregon by ensuring veterans have an array of options to find and retain housing that meets their needs.

THREE: Invest in Permanent Supportive Housing for the Chronically Homeless

Move people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing.

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies.



ONE: Prioritize Ending Children's Homelessness:

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to

engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.²⁰

B. Dedicate resources to address the homeless crisis by raising funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and

19. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

20. OHCS estimate based on current LIFT investment experience.



to deliver the most impactful results for homeless individuals and families.

C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.

E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²²

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

21. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

22. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's Veterans: *Finish the job of ending veteran homelessness in Oregon.*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²³

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a by-

name list of homeless veterans, allowing for real-time data collection and detailed outcome tracking. The by-name lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homelessness prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

23. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.



THREE: Invest in Permanent Supportive Housing for the Chronically Homeless: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care.*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing

- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the



OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with HB 3063 (2017) requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Increase Oregon's housing supply in both metropolitan and rural areas by a) expanding the workforce housing initiative, b) improving the path to build and permit innovative building types, and c) promoting training and apprenticeship programs for construction, particularly in rural Oregon.*

In her travels across the state, Governor Brown has heard from that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project, which launched in 2017.

Under the pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing



developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects.

The Accelerator will use \$15 million in resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities statewide.²⁴

The Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low-quality housing stock. The changes would make \$20 million available to developers

by reducing the risk to housing lenders to facilitate development throughout greater Oregon.

In addition, Oregon will enhance the path to permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes, enabling local jurisdictions to adapt to the ever-changing market and support local businesses with a highly skilled workforce.

Governor Brown launched Future Ready Oregon to help meet construction workforce needs. The plan (HB 4144) turns wage earners into job creators by helping mid-career construction professionals start their own businesses, and provides incentives to attract and retain new talent into the workforce. Resources are available for businesses in rural Oregon who work on affordable, low-, and middle-income housing. Future Ready Oregon will help provide the needed construction skills, businesses, and workers to build the increasing supply of homes across the housing spectrum throughout Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.



Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-80% MFI, less than \$59,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Full-time, minimum wage worker, 32% MFI, \$23,000 ○ Customer service representative, 55% MFI, \$40,000 ○ Two full-time min. wage workers, 65% MFI, \$47,000 ○ Carpenter, 70% MFI, \$51,000 • Housing context: <ul style="list-style-type: none"> ○ 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. ○ 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	<p>Affordable housing</p>	<p>Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities</p>	<ul style="list-style-type: none"> • More permanent, affordable housing • LIFT • Preservation of affordable housing • Individual Development Account (IDA) • <i>Acquisition of “Naturally Occurring Affordable Housing”</i> • <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 80-120% MFI, between \$59,000 - \$88,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Police Officer, 91% MFI, \$66,000 ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 	<p>Market-rate housing (a.k.a. workforce housing, middle housing)</p>	<p>Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at whatever price the local market is at</p>	<ul style="list-style-type: none"> • <i>Greater Oregon Housing Accelerator</i>

Attachment: Milestone Table				
Milestone	Detail			
	2015	2017	2018	2019
1. Record development of affordable homes	<ul style="list-style-type: none"> • \$40 million of bonds for LIFT <ul style="list-style-type: none"> ○ LIFT leveraged additional federal (4% Low Income Housing Tax Credit) and state resources to support the record number of housing ○ Mental Health Housing Program - \$20 million has led to the funding of 404 units with supportive services to seed OHCS's work on permanent supportive housing with OHA 	<ul style="list-style-type: none"> • \$80 million of bonds for LIFT <ul style="list-style-type: none"> ○ Expanded the LIFT program in statute to support the development of affordable homeownership • \$25 million of lottery-backed bonds for preservation for affordable housing • \$1.3 million for foreclosure avoidance • Renewed the Oregon Affordable Housing Tax Credit (OAHTC) and expanded the credit's cap to \$25 million • New Land Acquisition Program, seeded with \$2.5 million from OHCS, creates a revolving loan program to allow affordable housing developers to purchase and hold land for future development 	<ul style="list-style-type: none"> • The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium, which is approx. \$60 million more per biennium in resources. 76 percent of these resources (approx. \$68 million) will go towards the GHAP that funds both the development and preservation of safe, stable and affordable places to call home for Oregonians <ul style="list-style-type: none"> ○ In 2018, OHCS will be making approximately \$17.1 million available in GHAP resources to fund the development and preservation of affordable housing, including manufactured housing. In addition, OHCS issues GHAP Veterans funding every other year to support developments serving low-income veterans. 	

Milestone	Detail			
	2015	2017	2018	2019
2. Historic state investments in emergency housing and shelter to help the homeless		<ul style="list-style-type: none"> • \$40 million investment into the Emergency Housing Assistance (EHA) fund and State Homeless Assistance Program (SHAP), which was double the 2015-17 investment. • \$1.5 million in Lottery Funds to OHCS in support of veterans' housing and homelessness prevention in alignment with Governor Brown's commitment to end veterans' homelessness 	<ul style="list-style-type: none"> • The Governor's emergency shelter request for \$5.2 million has been dispersed throughout the state to best address unprecedented increases in need, both for shelter capacity and homeless prevention • The increase in the document recording fee (HB 4007) will provide OHCS approx. \$90 million per biennium (an increase of \$60 million) in resources. 10 percent of these resources (approx. \$9million) will go towards EHA funds to assist low or very low-income Oregonians who are homeless, or at risk of becoming homeless, to acquire and sustain stable housing. This includes critical emergency rent assistance to keep Oregonians from slipping into homelessness • OHCS and ODVA worked together to develop a collaborative plan in support of ending veterans' housing and homelessness that includes building lasting infrastructure and deploying resources into permanent housing and emergency housing assistance 	

Milestone	Detail			
	2015	2017	2018	2019
3. Launched housing pilot projects supporting Oregon families, communities, and employers			<ul style="list-style-type: none"> • The five pilot projects and partners are: <ul style="list-style-type: none"> ○ Donald ○ Pacific City ○ Warm Springs ○ Harney County ○ Lincoln County 	
4. Record success for new homeowners in Oregon			<ul style="list-style-type: none"> • The Document Recording Fee increased in the 2018 session, which will provide OHCS approximately \$90 million per biennium and is approximately \$60 million more per biennium in resources. 14 percent of these resources (approximately \$13 million) will go towards the Home Ownership Assistance Program (HOAP) that provides down payment assistance, counseling and education for first-time homebuyers. HOAP funds may also be used for single family rehab and repair. OHCS recently made \$1.5 million in Veterans HOAP funds available statewide to be used for health, safety, adaptability, and habitability projects for veterans, including grab bars and wheelchair access ramps. (continued) 	

Milestone	Detail			
	2015	2017	2018	2019
4. Record success for new homeowners in Oregon (continued)			<ul style="list-style-type: none"> The increase in the Document Recording Fee led to the creation of a first-time home buyer savings account with a financial institution for the purpose of paying or reimbursing eligible costs to purchase a single family residence. 	
5. Oregon Statewide Housing Plan				<ul style="list-style-type: none"> The Statewide Housing Plan will set a data-driven, long term plan that clearly articulates the extent of Oregon's housing problem and what can be done to address it. OHCS conducted extensive outreach from communities across the state in the fall of 2017 and has collected data on housing need and existing resources. This qualitative and quantitative research is informing development of a draft Statewide Housing Plan planned for fall 2018, with a final plan to be published in early 2019.

From: [KONDAYEN Kate * GOV](#)
To: [Weber, Roberta](#); [BERNT Betty - ELD](#); [CHATTERJEE Alyssa - ELD](#); [TAYLOR Dawn - ELD](#); [MORAWSKI Lisa - CEDO](#); [CALDERON Miriam - ELD](#)
Cc: [BHATT Pooja * GOV](#)
Subject: Re: Following up on child care
Date: Thursday, August 30, 2018 12:11:39 AM
Attachments: [Hughes Questions_bw KK.docx](#)

Thoughts in the attached.

+Pooja as an FYI

From: "Weber, Roberta" <Bobbie.Weber@oregonstate.edu>
Date: Wednesday, August 29, 2018 at 8:33 PM
To: BERNT Betty - ELD <betty.bernt@state.or.us>, CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: Re: Following up on child care

Thanks so much for sharing the talking points. I am so grateful to those who know how to communicate about complicated and complex child care issues. My main concern is that ELC/ELD communicate why the rules are being promulgated and not fall into being defensive. ELC/ELD did not create a system that is so unfair to providers. At the same time, ELC/ELD are mandated by our own principles, legislative action, and common sense to protect children while they are in child care. We care about providers but they are not the only or primary audience we serve. Providers are essential resources for families. ELC/ELD have a responsibility to support their work. At the same time, ELC/ELD cannot fix the child care system by itself. 72% of the money in child care in Oregon comes directly from parents and they cannot pay the true cost of care. We need a multi-sector and public/private strategy to support families and the providers that serve them.

Bobbie

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Wednesday, August 29, 2018 at 7:05 PM
To: CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>, Roberta Weber <bobbie.weber@oregonstate.edu>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: RE: Following up on child care

Good Evening,

Attached is a start to talking points for tomorrow's interview with Dick Hughes. Please let me know of any edits (I know the third question needs some work) or any other thoughts. Thanks.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: BERNT Betty - ELD

Sent: Wednesday, August 29, 2018 2:57 PM

To: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>; MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; 'KONDAYEN Kate * GOV' <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CHATTERJEE Alyssa - ELD <alyssa.chatterjee@ode.state.or.us>

Subject: FW: Following up on child care

FYI...

Betty Bernt | Communications Director

Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>

Sent: Wednesday, August 29, 2018 2:56 PM

To: BERNT Betty - ELD <betty.bernt@state.or.us>

Subject: Re: Following up on child care

Questions include:

1. What do you hope these new child care rules will accomplish?
2. Why is now the time to adopt new rules?
3. There are growing concerns from child care providers across Oregon that adding even more rules will impact their business and will make it even more difficult to provide adequate care. How do you plan on addressing those concerns?
4. When will the new rules be implemented?

Thanks,

Dick

On Aug 28, 2018, at 4:17 PM, BERNT Betty - ELD <betty.bernt@state.or.us> wrote:

Hi Dick,

I think we can make an interview about child care rules work right after the meeting. As that's a bit of a tight timeline, can you let me know if you have a focus or potential questions? And is there a station you are working with on this story? We'd just like to be as prepared as we can be. Thanks!!

Betty Bernt | Communications Director

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>

Sent: Tuesday, August 28, 2018 11:37 AM

To: BERNT Betty - ELD <betty.bernt@state.or.us>

Subject: Re: Following up on child care

My video camera and I plan to go to the Early Learning Council meeting Thursday. I would appreciate getting an interview with the appropriate people/person, either beforehand or afterward, about the child care rules — and anything else I should ask about.

(An interview often makes for better TV video than meeting conversation. I'm learning all these things now that I'm working with TV stations. It's fun to keep learning.)

Thanks,
Dick

Dick Hughes
Hughesisms LLC — “Telling stories with passion, power and precision”
TheHughesisms@Gmail.com
503.559.3019
[Facebook.com/Hughesisms](https://www.facebook.com/Hughesisms)

On Aug 28, 2018, at 10:17 AM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Thanks Dick!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>

Sent: Tuesday, August 28, 2018 10:16 AM

To: BERNT Betty - ELD <betty.bernt@state.or.us>

Subject: Following up on child care

Betty,

In thinking about this, I think it would be best to contact reporter Anyssa Bohanan (abohanan@zolomedia.com) or News Director Curtis Vogel (Cvogel@zolomedia.com) directly.

Thanks for reaching out,

Appreciatively,
Dick

On Aug 22, 2018, at 12:54 PM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Hello Dick,

In speaking with ELD Director Miriam Calderon and the Early Learning Council Chair Sue Miller, we wanted to connect with you to provide more information about the enhancements the Office of Child Care (OCC) is making to our licensing program. While the KOHD/KBNZ [story](#) was timely and informational, we feel there is much more to say about the work we are doing to ensure the safety of young children in Oregon, while encouraging providers and potential providers to maintain active licenses and utilize OCC resources. We hope to provide the public with a better understanding of the Office of Child Care, as well as make them aware of the many resources available to assist both providers and parents in successful child care experiences. We would welcome the opportunity to be part a follow-up story. Do you suggest I contact the station as well? If so, who would be the best contact person?

I would be happy to coordinate an interview or meeting, or provide information via email. Let me know if you are interested and/or available. Thanks!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

Dick Hughes Interview
August 30, 2018, 12:00 p.m.

1. What do you hope these new child care rules will accomplish?

- ~~Overall, we~~We are carrying out the mandate from the Oregon Legislature and from parents throughout the state to ensure that children are safe in child care. ~~we~~We hope to provide guidance and clarification for providers, as well as ~~ad~~ to help ensure ~~children's rights to~~ care settings that protect ~~them~~ children from harm and promote their healthy development.

2. Why is now the time to adopt new rules?

- Some of these rules are required by the Child Care Development Block Grant, ~~which.~~ This is a grant that provides federal funds that provides assistance to pay for child care to children from for low-income families as well as to a state's and programmatic funding to our child care licensing agency to help support programs and in order to ensure that children being cared for in licensed child care programs have provide healthy, safe, and quality child care.
- Some of the rules are required due to changes in the Oregon Revised Statutes. The statutes provide the guiding requirements for the Early Learning Division and the Office of Child Care.
- The remaining rules are considered vital to the health and safety of children in care, based on ~~knowledge~~ best practices provided by OHA and others who have set standards for child care health and safety.
- Some of these rules are for all types of care, and some will be specific to centers or certified family or registered family.

3. There are growing concerns from child care providers across Oregon that adding even more rules will impact their business and will make it even more difficult to provide adequate care. How do you plan on addressing those concerns?

- Providers are essential. They are the ones who care for children and support families. Regulatory rules protect providers as well as children and families.
- ~~The~~ Yet the primary purpose of regulating child care is the protection of children. Requirements are designed to maintain adequate health, safety, and supervision of children while in a group care setting. These are not rules for parents. They are rules for those who are paid to provide care for unrelated children.

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- ~~It is difficult for provider to support themselves and pay a living wage to those wh work for them but regulation does not determine financial viability.~~ Regulation is just one part of a larger system driven by market forces. We need other stakeholders to work alongside us to enhance child care settings and improve supply problems.
- ~~Market forces such as a limited number of families who can pay the true cost of child care. There are many explanations around limited supply and make it difficult for child care providers centers to be financially viable.~~ Regulation is actually ~~only one~~ small part of the issue.
- ~~Shortages are because economics don't work. Market forces are shaping the supply.~~
- OCC respects the critical role providers play in meeting family child care needs. It has been conducting Community Engagement sessions across the state to discuss input and concerns around these rule changes and how they may effect providers.
- ~~Some of the changes do not add costs.~~ The Office of Child Care is being proactive with providers to provide technical assistance to those needing to make changes. We have resources to help providers do what they need to do – keep children safe.
- We can't solve all the issues and concerns through new regulations, but we can make things better for parents and providers alike.
- We are still developing solutions.
- Everyone needs to pull together to develop shared definitions and strategies across sectors.
- OCC will continue to be proactive and emphasize the critical role it is playing in the importance of providers.

Commented [MOU1]: These are far too many and still far too complex

4. When will the new rules be implemented?

- September 30, 2018

From: [CALDERON Miriam - ELD](#)
To: [TATE Ben - ELD](#); [MANDELL David P - ELD](#); [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Cc: [TAYLOR Dawn - ELD](#); [MICKELSON Sara - ELD](#)
Subject: RE: ELD Eboard Letter
Date: Thursday, August 30, 2018 12:20:48 AM
Attachments: [ODEDHSChildCareLimitationv7MCredits.docx](#)

Hi, there – attached please find a revised version of the letter. A few things to note:

- [REDACTED]
- There are a couple of comments for Ben related to position count.
- There is new language regarding need/rationale for the request (ELD agency action section), including info on the national standards for caseloads. Please take a look.
- Draft requires a careful proofread

Please let Ben know if you have any additional edits or feedback. Pooja/Lindsey, please let Ben know when you are good w/ sending to Rick at ODE.

Thanks everyone for your contributions and feedback.

MC

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Sent: Wednesday, August 29, 2018 5:10 PM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; TATE Ben - ELD <ben.tate@state.or.us>
Cc: LESLIE Berri * GOV <Berri.Leslie@state.or.us>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: ELD Eboard Letter

I have made some changes and comments in the attached version, which capture feedback from me and Lindsey. There are couple of outstanding pieces of information that would be good to include:

- 1) Statutory authority for Baby Promise -explain how this is building on existing work as a key review criteria for these requests
- 2) Specify the national standard on caseloads and how what you're requesting is bringing Oregon into alignment in a way that prioritizes child safety

If you could make these tweaks and enhancements and send another version out tonight, that would be great.

Thank you.
Pooja

From: CAPPS Lindsey D * GOV
Sent: Wednesday, August 29, 2018 4:14 PM
To: BHATT Pooja * GOV; CALDERON Miriam - ELD
Cc: Berri.Leslie@state.or.us
Subject: Re: ELD Eboard Letter

I don't have any additional substantive edits to the letter, [REDACTED]
[REDACTED] I do wonder whether
reference to ELD Capacity in the agency action section ought to be stated as Child Safety.

Pooja and I have been playing phony tag to coordinate on thoughts so expect more thoughts there.

From: TATE Ben - ELD <ben.tate@state.or.us>
Date: August 29, 2018 at 2:42:41 PM MDT
To: BHATT Pooja * GOV <Pooja.BHATT@state.or.us>, CAPPs Lindsey D *
GOV <Lindsey.D.CAPPs@state.or.us>, KORESKI Debbie * GOV
<Debbie.KORESKI@state.or.us>
Cc: MANDELL David P - ELD <david.mandell@state.or.us>, TAYLOR Dawn -
ELD <dawn.taylor@state.or.us>, CALDERON Miriam - ELD
<miriam.calderon@state.or.us>, CRAGER Rick - ODE
<rick.crager@state.or.us>
Subject: ELD Eboard Letter

Hello,

Miriam asked me to send you our revised Eboard letter based on the
conversation on Monday. [REDACTED]

[REDACTED]
[REDACTED] I wanted to get this out to you now to
allow time for review.

Please let us know if you have any changes. Rick and company are ready
to finalize and submit today at 5pm.

Thanks,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ ben.tate@state.or.us

fb.me/OREarlyLearning

<ODEDHSCildCareLimitationv5.docx>



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

August 30, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD) and the Department of Human Services (DHS) respectfully request increases to their respective agency budget limitations due to additional funding allocated by the U.S. Department of Health and Human Service for the Child Care Development Block Grant (CCDBG).

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Child Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018.

Oregon's share of these new federal funds is \$25,600,808 for FY 2018 and FY 2019. The federal award letter, received first on May 1, 2018 indicates that FY 2018 Federal Funds must be obligated by September 30, 2019 and liquidated by September 30, 2020.

The plan put forth by ELD and DHS proposes to use 65% of the funding to better support low-income families' (with a particular focus on families with infants and toddlers) access to quality and affordable child care; and 22% of the funds to be used to directly support child care providers by increasing their access to professional learning opportunities and covering provider costs associated with the new federal requirements. The remaining 13% of the funds would be used to address child care safety by enhancing the Office of Child Care's ability to have a more consistent presence in child care facilities for monitoring and technical assistance. These activities are in accordance with federal requirements and guidance on for use of new funds, and aligned with the guidance received from key stakeholders on the strategic use of these additional dollars for Oregon's child care system.

To inform the development of this plan, ELD and DHS co-convened a workgroup comprised of advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee). Over the summer, a subcommittee of the Governor's

Children's Cabinet also met, focusing on changes to the child care system that could improve access to services for families and providers with these additional resources.

The groups identified priorities related to addressing the shortage of infant and toddler care, assisting providers in covering costs associated with new federal health and safety regulations, expanding access to community-based training and technical assistance for the child care workforce, and ensuring low-income families can access and afford high-quality child care that meets their needs. In addition, they supported recommendations to improve ELD Capacity in order to strengthen the licensing program, including by decreasing licensure caseloads.

To effectively move forward in carrying out the priorities established by the Governor's Children's Cabinet, both ODE and DHS require increases to their respective budgetary limitation for use of these federal resources. The requested limitation is to allow the agencies to begin using these funds for the identified priorities.

- ODE ELD request an increase of \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).
- DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Commented [CM-E1]: See comment below

Agency Action

Oregon Department of Education – Early Learning Division

The Oregon Department of Education, through its Early Learning Division, requires an additional \$21,997,901 in Federal Funds limitation and 7.20 FTE to accomplish the following:

For Families - address the crisis in the supply of quality infant toddler care: A recent analysis showed all but one county in Oregon has a sufficient supply (regulated, recorded, and license-exempt) of infant and toddler care. ELD requests \$3,497,434 in Federal Funds limitation and .99 FTE (3 limited duration positions) to expand activities that build the supply of quality child care in targeted communities. These activities, which include professional development and financial supports, follow under the Office of Child Care responsibilities for administering the federal CCDF funds under ORS 329A.010(2)(a) and the federal guidelines for administering the CCDF funds. The Office of Child Care will work in collaboration with DHS to ensure that supply of infant and toddler care supported through these efforts serves families receiving ERDC.

For Providers - enhance direct supports for caregivers to support high-quality care:

Since 2017, the Child Care Resource and Referral System (professional learning and support system for early childhood educators) has lost over 20 Quality Improvement Specialists, who are responsible for delivering training and technical assistance to child care providers. This change coincided with new federal mandates for increased health and safety practices, including requiring providers to participate in additional training. ELD requests \$5,585,650 in Federal Funds limitation to make resources available to providers

Commented [CM-E2]: Dawn – better language for this, a quarter, a third of all QIS??

Commented [CM-E3]: The QI/PD manager position is missing? We only need position authority right?

to help subsidize their costs associated with meeting new licensing regulations (e.g., background checks, training, equipment), and increase investments in the Child Care Resource and Referral System.

For Children's Safety in Care – build the capacity of the state's child care licensing program. National standards for licensor caseloads are 1:50; Yet, Oregon's licensor caseloads average 1:138. Additionally, more staff are needed in the legal and compliance unit to implement new child care safety directives. ELD requests \$2,230,341 in Federal Funds limitation to increase staffing by 6.21 FTE (21 limited duration positions) in the Office of Child Care (OCC) resulting in licensing caseloads that are closer to industry standards at 1:108, and additional staff in the legal and compliance unit. This will strengthen and improve the consistency of monitoring and enforcement practices, better support providers to successfully meet licensing requirements, and ultimately ensure the health and safety of children in care.

Oregon Department of Human Services

For Families: With Federal Funds transferred from ODE, DHS is requesting Other Funds limitation of \$10,684,476. As mentioned above, DHS has been working for the past several months with a subcommittee of the Governor's Children's Cabinet and a separate, but overlapping stakeholder group to collaboratively construct recommendations for the use of the additional funds. Recommendations are not yet available from these groups, but DHS anticipates being able to present the options in person during legislative hearings considering this request.

Based on the discussions with the stakeholder groups, DHS action will center the additional funding around DHS Child Care Program enhancements that improve access to child care for parents and providers that do not result in DHS system changes.

Action Requested

Oregon Department of Education

ODE ELD request an increase in \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).

Commented [CM-E4]: Confirm this is correct per comment above about QI/PD manager

Oregon Department of Human Services

DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Legislation Affected

Oregon Department of Education: Section 4(1) Chapter 590, Oregon Laws (2017)
Section 5(1) Chapter 590, Oregon Laws (2017)

Oregon Department of Human Services Section 2(2) Chapter 597, Oregon Laws (2017)

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
August 30, 2018
Page 4 of 4

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

Sincerely,

Colt Gill
Deputy Superintendent of
Public Instruction

Miriam Calderon
Early Learning System
Director

Fariborz Pakseresht
Department of Human
Services Director

From: [CALDERON Miriam - ELD](#)
To: [GILL Colt - ODE](#); [MORAWSKI Lisa - CEDO](#); [SIEGEL Marc - ODE](#)
Cc: [CAPPS Lindsey D * GOV](#)
Subject: RE: Comms support for ELD
Date: Thursday, August 30, 2018 12:33:03 AM

Thank you Colt and Marc, it is much appreciated!

Lisa – I gave Ben a heads up and asked he connect with you about best way to communicate w/ Betty about her role during this transition period.

MC

From: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>
Sent: Tuesday, August 28, 2018 11:59 AM
To: GILL Colt - ODE <colt.gill@ode.state.or.us>; SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Cc: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: RE: Comms support for ELD

Hi Colt,
Yes, Marc and I will plan to meet tomorrow to strategize on this. Thank you for being willing to lend support.
Lisa

From: GILL Colt - ODE
Sent: Tuesday, August 28, 2018 5:05 AM
To: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Cc: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: Comms support for ELD

Lisa

Marc and I visited yesterday evening about providing some additional support for ELD Communications until a new director is hired, hopefully by November. Marc and I discussed using his team as a point of contact with media and working with current ELD communications staff to fulfill media requests. My understanding from Lindsey is that you and Kate will continue to provide strategic guidance and review of outgoing media communications.

Marc is ready to provide additional support. We have some concerns with the current workload of the ODE Comms Team with the roll-out of ESSA, the Chronic Absenteeism Statewide Campaign, back-to-school comms, SBAC release, new report cards and TSI/CSI identification, and current public records requests. If the team becomes challenged to provide adequate support to all these efforts

we may want to consider additional temporary support.

For now, I think it would be good for you and Marc to meet and walk through what is needed and see how his team can provide support for ELD. Marc will be in an ODE Management Team planning retreat today, perhaps you two can connect on Wednesday?

Thanks,
Colt



Colt Gill

(he, him, his)

Director, Oregon Department of Education

255 Capitol Street NE | Salem, Oregon 97310

Phone (503) 947-5740 | Colt.Gill@ode.state.or.us

[@ORDeptED_Colt](https://twitter.com/ORDeptED_Colt) | www.oregon.gov/ode

From: [KLEIN Rosa * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: Plan part of Foster Care White paper- drop this into document on the O drive
Date: Thursday, August 30, 2018 5:54:21 AM

Plan

1. Safely Reduce the Need for Foster Care

a. Strategy- Address Root Causes and Focus on Prevention (Two Generation)

i. Tip the balance of Federal Funding toward Prevention through implementation of the Families First Prevention Services Act. Oregon must make smarter, more effective investments in the kinds of interventions that safely reduce the need for foster care and promote stronger families. The federal government provides approximately \$7.8 billion annually to states through its two main sources of dedicated child welfare funding, Title IV-E and Title IV-B of the Social Security Act. Rather than promoting innovative and proven approaches that better serve children and keep them safe, the bulk of federal funding is spent on maintaining children in foster care.

ii. Housing: In Oregon in 2017, 17 percent of children entering foster care, or 678 children had inadequate housing cited as a reason for removal. This was up from 15% of children in 2016, when 578 children had housing cited as a reason for removal. **Cite DHS Stat for Housing as a component of why kids are removed.** The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI), with just 25 units for every 100 renter households at that income level.^[1] This shortage of affordable units has led to a high percentage of renters paying more than 50 percent of their incomes on rent, which is considered “severely housing cost burdened.” In 2015, 81 percent of extremely low income renters earning 30 percent of AMI were severely housing cost burdened, which means they are just one financial emergency away from potentially losing their homes.^[2] From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created a supply and demand imbalance that is reflected in home prices and rental rates. Oregon is not immune to this crisis and underbuilt 155,156 housing units during that fifteen year period.^[3] Governor Brown will invest in acquisition, preservation, and new construction of affordable homes for more than 4,000 Oregon families.

iii. Behavioral Health Treatment and Recovery: Parents and caregivers

who suffer with Substance Use Disorders expose their children to adverse childhood experiences, increasing the probability that kids will

suffer from the same chronic illness.^[4] According to data in the Adoption and Foster Care Analysis and Reporting System (AFCARS), caregivers suffering from SUD is frequently reported as a reason for removal, particularly in combination with child neglect.^[5] Nationally, for almost 31 percent of all children placed in foster care in 2012, parental alcohol or drug use was the chief documented reason for removal. In Oregon, the situation is far worse. According to recent case reviews, nearly 75 percent of Oregon foster care placements involved parental substance use disorder.^[6]

We must break the cycle of addiction passed through generations, which will entail a two generation approach. Multi-generational treatment is essential in the fight against Substance Use Disorders and Oregon must support culturally sensitive, family-based treatment in order to best serve our struggling families. This means comprehensive wrap-around services, not simply providing child care while caregivers attend treatment. Rather, our communities need to provide treatment informed by the developmental stages of human life and a commitment to diversity and equity.

- i. Tie to FutureReady (Families with children part)
 - ii. Tie to 0-5 Plan – this is because young children are the most at risk for abuse/neglect
- b. Strategy – Reserve Out of Family Foster Placement for those most at risk
 - i. Determining what kids need in (Hotline)
 - ii. Data informed decision making
- 2. Ensure that the Foster Care system is a place for healing for Kids
 - a. Strategy – Appropriate Placement
 - i. Insert Policy (YWSHN)
 - ii. Insert Policy trauma informed
 - b. Strategy – Foster Parent Support
 - i. Insert Policy
 - c. Strategy – Caseworker Support
 - i. Insert Policy (culturally component)

- d. Strategy – Family Attachment
 - i. Place siblings together
- 3. Improve outcomes for Kids who transition out of Foster Care
 - a. Background – Bad outcomes (tie to graduation rates (Ed White paper)/teen pregnancy (OHA)/Homelessness (Housing)
 - i. Strategy – Foster Care Commission? Foster Youth Connection?

Finally – please work with the agency to develop a “cheat sheet” this should be a (not published) rough-estimate list of the POPs/investments that would be required to achieve the aims in the white paper. This cheat sheet should be shared with your CFO analyst who can then start fleshing it out more.

Paper on prevention...

<https://caseyfamilypro-wpengine.netdna-ssl.com/media/federal-investments-in-child-welfare.pdf>

Centralize the Child Abuse Hotline:

- One phone number and 24/7 access by the end of the second quarter of 2019. In early 2018, the hotline facility was identified and announced. This spring, the centralized hotline management team is being hired, screening rules and procedures are being analyzed in cooperation with Casey Family Programs and Action Center for Child Protection, with the goal of having the rules and training curriculum ready for delivery in fall 2018. In December 2018, staff will begin transitioning to the new hotline.
- Implement smarter system for responding to calls. Predictive analytics are being used in many disciplines to inform decisions. Although social services have historically relied heavily on professional discretion, risk/safety tools are being developed for Oregon’s child welfare system. The first tools assist screeners with decisions about responding to allegations of child abuse and neglect. The tools generated from analyzing Oregon’s data can be combined with professional discretion to make more informed decisions. The decisions should be more objective, minimize bias, focus resources, and improve system efficiency.

Foster Parent Support:

- To promote positive and beneficial interactions among foster parents, caregivers, and foster youth, provide a resource center for foster parents that includes foster friendly classes, trainings, and resources regarding raising youth with various religions, lifestyles, and suggestions for bonding activities in easily accessible formats like posters, packets, and websites. This will encourage positive interactions and relationships that will nurture positive mental health. (This is an Oregon Foster Youth

Connection recc)

- Work with Every Child Oregon to develop and implement a statewide strategic plan to increase foster care capacity that includes using data analytics and tracking to target the recruitment of foster care placements for every district in the state. The strategy will include targeted recruitment of specific types of placements (career foster parents, therapeutic foster beds and culturally appropriate placements), including foster parents with experience in over-represented communities, especially LGBTQ, Native American and African American children.
- Expand the KEEP program: KEEP is a foster parent program developed by the Oregon Social Learning Center (OSLC). The KEEP program has been implemented in numerous states and countries and has been thoroughly evaluated. DHS will contract with OSLC to develop foster parent support systems and improve foster parent retention. KEEP will initially provide the foster parent support in five Oregon counties; the counties will be urban, rural, and serve diverse populations from different cultures.
- Train and Support Caregivers: Based on more than 1000 staff and caregiver surveys and foster parent focus groups, Portland State University (PSU) analyzed more than 1,000 staff and caregiver surveys, and drafted core competencies. In summer 2018, the caregiver core competencies will be finalized and the team will determine how to best develop and deliver new training to match the competencies. By fall 2018, the project team will consider a training proposal developed by PSU, review the curriculum and finalize the plan for training delivery. Training for DHS caregiver trainers will begin in late winter 2019.
- Build a robust support system to retain career foster parents and reduce placement instability. This should include a foster care payment that fully covers the cost of caring for a foster child, increased Childcare reimbursement for foster parents who work out of the home, options for respite care providers and encouraging foster families to use respite care, and ongoing training and support to foster parents so they can continue to meet the challenges of fostering.

Strengthen Therapeutic Foster Care to support children and youth in need of a more intensive level of time-limited substitute care within their community. Develop a system of professional foster care networks that are coupled with in-home services and supports. (This is one of the Children and Youth with Specialized needs group reccs)

Components of this model would include:

- Specialized recruitment of skilled, culturally appropriate foster parents.

- Paid training for foster providers.
- Monthly maintenance payments for parents who are attending training, providing respite or other supports to other foster homes, and maintaining capacity.
- Limits on the number of children in a Therapeutic Foster Home, according to evidence-based models, and in consideration of the circumstances of the child, his/her family (e.g., siblings also in foster care) and the foster family.
- Ability to maintain youth in the Therapeutic Foster Home until a child is either safely reunified with their family or a stable, permanent placement is identified

Caseworker Support:

- **Complete recruitment of caseworkers and case aides** Hiring is already underway and will continue through January 2019. Case aides are a new position for Child Welfare. They do everything from finishing paperwork to putting a car seat in the car so families have more time with their caseworkers, and caseworkers spend less time on administrative duties. In addition, survey data will identify the reasons why social service specialists become disenchanted with doing casework. After implementation, the surveys will identify new casework staff at risk of leaving DHS. The new MAPS positions can identify casework staff in greatest need of support. The current recruitment efforts coupled with the new retention efforts should allow child welfare branches to more consistently serve families with the same caseworker.
- **Adopt data-informed decision making** The Office of Reporting, Research, Analytics and Implementation (ORRAI) was created in the winter of 2017. This group is currently in the process of developing algorithms to assist case workers who screen cases for outreach to identify the cases most likely to need urgent attention with a visit from a child protection worker. This will help to prioritize staff resources to assist the most at-risk children. In addition, algorithms are being developed to assess risk of maltreatment for children returning home. Oregon ranks 41st in the ratio of those entering foster care to those exiting foster care. The Oregon foster care system is approximately 1.5 times the size of other foster care systems in similar sized states. Returning more children home and assuring safety is possible if empirically derived risk/safety information is combined with professional discretion.

Prevent inappropriate placement of children in Hotels, youth detention facilities and emergency rooms: (from Children and youth with specialized needs group)

- Optimize and develop in-home services and supports to strengthen families and

ensure children are able to remain in their foster home when in a period of crisis through:

- 24/7 intensive in-home supports including assessment, collaborative problem solving, skill building, case management, family/youth peer supports and family navigators.
 - 24/7 “in person” crisis response that will travel to the child/family wherever they are.
 - Trauma-informed perspective and the provision of therapeutic intervention for the child and their family in the home.
 - Level of intensity should be sufficient to support a child who is at risk or would otherwise be placed in a residential or inpatient setting.
- Implement mandatory Youth Support Crisis Plans to prevent displacement. **(Oregon Foster Youth Connection Recommendation)** Whenever a crisis comes up for a youth, there should be a mandatory meeting between DHS, foster parent, adult supporters and youth. In the meeting every party should be reviewing the Plan, and discussing common understandings for next steps.
 - No longer immediately removing the child from the home after an issue has occurred.
 - Instead, developing an individualized plan written before the child moves into a home or when they first come into care.
 - This plan should be accessible to all parties.
 - It will be reviewed when a controversy emerges in order to work towards resolution.
 - The goal of the plan will be to solve the issue and keep the child in the home.

Develop Regional Assessment Programs equipped and resourced to provide in-depth integrated strengths-based and family-focused evaluations and care planning for children, youth and families. (this is from the Children and Youth with Specialized needs group)

- These assessments could occur in the home, whenever it is safe to do so.
- Evaluation teams with behavioral health professionals and providers, including psychiatry, developmental pediatricians, psychologists, social workers, and other professionals as appropriate (e.g. occupational therapy, speech, etc.)
- Care planning teams with representatives of the evaluation team, state agency representatives (DHS, OHA), peers, family navigators, advocates and CCO/payer representation. Teams will work with the family to ensure family voice and choice in care planning decisions.
- Telemedicine capacity, when necessary, especially to increase access to psychiatric and developmental assessments in rural settings.

- Development of the capacity to work with both public and private insurance.
- A priority for Regional Assessment Programs will be to assist the children/youth in their region who are inappropriately placed (hoteling, out of state, ED boarding, county detention or OYA custody) through evaluation, assessment and stabilization. On an ongoing basis, the Programs will be the go-to source when children/youth are “stuck” in an inappropriate placement.
- Regional Assessment Programs may be co-located with short-term stabilization beds to support children/youth when an appropriate placement is not immediately available. Stays will be determined by the needs of individual children/youth and their families.
- Providers, caseworkers, CCOs and commercial insurers, and others can make referrals to the Regional Assessment Programs. The referring party is required to maintain active engagement with the child/youth during and after their involvement with the Assessment Program.
- Regional Assessment Programs will coordinate and collaborate with the Acute Registry and Call Center

Implement a Period of Waiting (POW) policy that prevents the CANS assessment from being conducted until one month of interaction with mental health specialist. Policy also requires that youth have mandatory counseling during transition into care. This includes “sit downs” with youth and foster parents, family, or any others close to the youth. (This was an OFYC recc)

Rosa Klein
 Human Services Policy Advisor
 Office of Governor Kate Brown
 Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
 Pronouns: She/Her/Hers

[1] National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

[2] U.S. Census Bureau, *2011-2015 American Community Survey 5-year Public Use Microdata Samples*. (U.S. Census Bureau, 2016).

[3] Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America’s Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

[4] Choi, N. G., DiNitto, D.M., Marti, C.N. & Choi, B. Y., *Association of Adverse Childhood Experiences with Lifetime Mental and Substance Use Disorders Among Men and Women Aged 50+ Years*, *International Psychogeriatrics* 29(3), 359-372, doi: 10.1017/S1041610216001800

[5] Correia, M. (2013). Substance abuse data in child welfare. *Casey Practice Digest: Substance Use Disorders in Families With Young Children*. Casey Family Programs, Issue 5.

[6] Paul Bellaty study from Rosa 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul

From: [KLEIN Rosa * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: Plan part of Foster Care White paper- drop this into document on the O drive
Date: Thursday, August 30, 2018 5:57:36 AM

Plan

1. Safely Reduce the Need for Foster Care

a. Strategy- Address Root Causes and Focus on Prevention (Two Generation)

i. Tip the balance of Federal Funding toward Prevention through implementation of the Families First Prevention Services Act. Oregon must make smarter, more effective investments in the kinds of interventions that safely reduce the need for foster care and promote stronger families. The federal government provides approximately \$7.8 billion annually to states through its two main sources of dedicated child welfare funding, Title IV-E and Title IV-B of the Social Security Act. Rather than promoting innovative and proven approaches that better serve children and keep them safe, the bulk of federal funding is spent on maintaining children in foster care.

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 - b. Strategy – Foster Parent Support
 - i. Insert Policy
 - c. Strategy – Caseworker Support
 - i. Insert Policy (culturally component)

- d. Strategy – Family Attachment
 - i. Place siblings together
- 3. Improve outcomes for Kids who transition out of Foster Care
 - a. Background – Bad outcomes (tie to graduation rates (Ed White paper)/teen pregnancy (OHA)/Homelessness (Housing)
 - i. Strategy – Foster Care Commission? Foster Youth Connection?

Finally – please work with the agency to develop a “cheat sheet” this should be a (not published) rough-estimate list of the POPs/investments that would be required to achieve the aims in the white paper. This cheat sheet should be shared with your CFO analyst who can then start fleshing it out more.

Paper on prevention...

<https://caseyfamilypro-wpengine.netdna-ssl.com/media/federal-investments-in-child-welfare.pdf>

Centralize the Child Abuse Hotline:

- One phone number and 24/7 access by the end of the second quarter of 2019. In early 2018, the hotline facility was identified and announced. This spring, the centralized hotline management team is being hired, screening rules and procedures are being analyzed in cooperation with Casey Family Programs and Action Center for Child Protection, with the goal of having the rules and training curriculum ready for delivery in fall 2018. In December 2018, staff will begin transitioning to the new hotline.
- Implement smarter system for responding to calls. Predictive analytics are being used in many disciplines to inform decisions. Although social services have historically relied heavily on professional discretion, risk/safety tools are being developed for Oregon’s child welfare system. The first tools assist screeners with decisions about responding to allegations of child abuse and neglect. The tools generated from analyzing Oregon’s data can be combined with professional discretion to make more informed decisions. The decisions should be more objective, minimize bias, focus resources, and improve system efficiency.

Foster Parent Support:

- To promote positive and beneficial interactions among foster parents, caregivers, and foster youth, provide a resource center for foster parents that includes foster friendly classes, trainings, and resources regarding raising youth with various religions, lifestyles, and suggestions for bonding activities in easily accessible formats like posters, packets, and websites. This will encourage positive interactions and relationships that will nurture positive mental health. (This is an Oregon Foster Youth

Connection recc)

- Work with Every Child Oregon to develop and implement a statewide strategic plan to increase foster care capacity that includes using data analytics and tracking to target the recruitment of foster care placements for every district in the state. The strategy will include targeted recruitment of specific types of placements (career foster parents, therapeutic foster beds and culturally appropriate placements), including foster parents with experience in over-represented communities, especially LGBTQ, Native American and African American children.
- Expand the KEEP program: KEEP is a foster parent program developed by the Oregon Social Learning Center (OSLC). The KEEP program has been implemented in numerous states and countries and has been thoroughly evaluated. DHS will contract with OSLC to develop foster parent support systems and improve foster parent retention. KEEP will initially provide the foster parent support in five Oregon counties; the counties will be urban, rural, and serve diverse populations from different cultures.
- Train and Support Caregivers: Based on more than 1000 staff and caregiver surveys and foster parent focus groups, Portland State University (PSU) analyzed more than 1,000 staff and caregiver surveys, and drafted core competencies. In summer 2018, the caregiver core competencies will be finalized and the team will determine how to best develop and deliver new training to match the competencies. By fall 2018, the project team will consider a training proposal developed by PSU, review the curriculum and finalize the plan for training delivery. Training for DHS caregiver trainers will begin in late winter 2019.
- Build a robust support system to retain career foster parents and reduce placement instability. This should include a foster care payment that fully covers the cost of caring for a foster child, increased Childcare reimbursement for foster parents who work out of the home, options for respite care providers and encouraging foster families to use respite care, and ongoing training and support to foster parents so they can continue to meet the challenges of fostering.

Strengthen Therapeutic Foster Care to support children and youth in need of a more intensive level of time-limited substitute care within their community. Develop a system of professional foster care networks that are coupled with in-home services and supports. (This is one of the Children and Youth with Specialized needs group reccs)

Components of this model would include:

- Specialized recruitment of skilled, culturally appropriate foster parents.

- Paid training for foster providers.
- Monthly maintenance payments for parents who are attending training, providing respite or other supports to other foster homes, and maintaining capacity.
- Limits on the number of children in a Therapeutic Foster Home, according to evidence-based models, and in consideration of the circumstances of the child, his/her family (e.g., siblings also in foster care) and the foster family.
- Ability to maintain youth in the Therapeutic Foster Home until a child is either safely reunified with their family or a stable, permanent placement is identified

Caseworker Support:

- **Complete recruitment of caseworkers and case aides** Hiring is already underway and will continue through January 2019. Case aides are a new position for Child Welfare. They do everything from finishing paperwork to putting a car seat in the car so families have more time with their caseworkers, and caseworkers spend less time on administrative duties. In addition, survey data will identify the reasons why social service specialists become disenchanted with doing casework. After implementation, the surveys will identify new casework staff at risk of leaving DHS. The new MAPS positions can identify casework staff in greatest need of support. The current recruitment efforts coupled with the new retention efforts should allow child welfare branches to more consistently serve families with the same caseworker.
- **Adopt data-informed decision making** The Office of Reporting, Research, Analytics and Implementation (ORRAI) was created in the winter of 2017. This group is currently in the process of developing algorithms to assist case workers who screen cases for outreach to identify the cases most likely to need urgent attention with a visit from a child protection worker. This will help to prioritize staff resources to assist the most at-risk children. In addition, algorithms are being developed to assess risk of maltreatment for children returning home. Oregon ranks 41st in the ratio of those entering foster care to those exiting foster care. The Oregon foster care system is approximately 1.5 times the size of other foster care systems in similar sized states. Returning more children home and assuring safety is possible if empirically derived risk/safety information is combined with professional discretion.

Prevent inappropriate placement of children in Hotels, youth detention facilities and emergency rooms: (from Children and youth with specialized needs group)

- Optimize and develop in-home services and supports to strengthen families and

ensure children are able to remain in their foster home when in a period of crisis through:

- 24/7 intensive in-home supports including assessment, collaborative problem solving, skill building, case management, family/youth peer supports and family navigators.
 - 24/7 “in person” crisis response that will travel to the child/family wherever they are.
 - Trauma-informed perspective and the provision of therapeutic intervention for the child and their family in the home.
 - Level of intensity should be sufficient to support a child who is at risk or would otherwise be placed in a residential or inpatient setting.
- Implement mandatory Youth Support Crisis Plans to prevent displacement. **(Oregon Foster Youth Connection Recommendation)** Whenever a crisis comes up for a youth, there should be a mandatory meeting between DHS, foster parent, adult supporters and youth. In the meeting every party should be reviewing the Plan, and discussing common understandings for next steps.
 - No longer immediately removing the child from the home after an issue has occurred.
 - Instead, developing an individualized plan written before the child moves into a home or when they first come into care.
 - This plan should be accessible to all parties.
 - It will be reviewed when a controversy emerges in order to work towards resolution.
 - The goal of the plan will be to solve the issue and keep the child in the home.

Develop Regional Assessment Programs equipped and resourced to provide in-depth integrated strengths-based and family-focused evaluations and care planning for children, youth and families. (this is from the Children and Youth with Specialized needs group)

- These assessments could occur in the home, whenever it is safe to do so.
- Evaluation teams with behavioral health professionals and providers, including psychiatry, developmental pediatricians, psychologists, social workers, and other professionals as appropriate (e.g. occupational therapy, speech, etc.)
- Care planning teams with representatives of the evaluation team, state agency representatives (DHS, OHA), peers, family navigators, advocates and CCO/payer representation. Teams will work with the family to ensure family voice and choice in care planning decisions.
- Telemedicine capacity, when necessary, especially to increase access to psychiatric and developmental assessments in rural settings.

- Development of the capacity to work with both public and private insurance.
- A priority for Regional Assessment Programs will be to assist the children/youth in their region who are inappropriately placed (hoteling, out of state, ED boarding, county detention or OYA custody) through evaluation, assessment and stabilization. On an ongoing basis, the Programs will be the go-to source when children/youth are “stuck” in an inappropriate placement.
- Regional Assessment Programs may be co-located with short-term stabilization beds to support children/youth when an appropriate placement is not immediately available. Stays will be determined by the needs of individual children/youth and their families.
- Providers, caseworkers, CCOs and commercial insurers, and others can make referrals to the Regional Assessment Programs. The referring party is required to maintain active engagement with the child/youth during and after their involvement with the Assessment Program.
- Regional Assessment Programs will coordinate and collaborate with the Acute Registry and Call Center

Implement a Period of Waiting (POW) policy that prevents the CANS assessment from being conducted until one month of interaction with mental health specialist. Policy also requires that youth have mandatory counseling during transition into care. This includes “sit downs” with youth and foster parents, family, or any others close to the youth. (This was an OFYC recc)

Rosa Klein
 Human Services Policy Advisor
 Office of Governor Kate Brown
 Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
 Pronouns: She/Her/Hers

[1] National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

[2] U.S. Census Bureau, *2011-2015 American Community Survey 5-year Public Use Microdata Samples*. (U.S. Census Bureau, 2016).

[3] Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America’s Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

[4] Choi, N. G., DiNitto, D.M., Marti, C.N. & Choi, B. Y., *Association of Adverse Childhood Experiences with Lifetime Mental and Substance Use Disorders Among Men and Women Aged 50+ Years*, *International Psychogeriatrics* 29(3), 359-372, doi: 10.1017/S1041610216001800

[5] Correia, M. (2013). Substance abuse data in child welfare. *Casey Practice Digest: Substance Use Disorders in Families With Young Children*. Casey Family Programs, Issue 5.

[6] Paul Bellaty study from Rosa 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul

From: [KONDAYEN Kate * GOV](#)
To: [EDLUND Tina * GOV](#); [PAIR Chris * GOV](#)
Subject: Fwd: KGW QUESTION OHSU HEART TRANSPLANT
Date: Thursday, August 30, 2018 8:56:51 AM
Attachments: [image003.png](#)

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Sent from my iPhone

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Date: August 30, 2018 at 8:45:28 AM PDT
To: "Kate.KONDAYEN@oregon.gov" <Kate.KONDAYEN@oregon.gov>
Cc: KGW News Assignment Desk <KGWNewsAssignmentDesk@kgw.com>
Subject: KGW QUESTION OHSU HEART TRANSPLANT

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https://www.oregonlive.com/health/index.ssf/2018/08/remaining_heart_transplant_car.html

Thanks

Bruce

R BRUCE WILLIAMS
SENIOR CONTENT DISCOVERY EDITOR
KGW and [KGW.com](http://www.kgw.com)
A TEGNA Company
1501 SW Jefferson St.
Portland, OR 97201
Voice: 503-226-5111
Fax: (503) 226-5059
www.kgw.com
newsdesk@kgw.com
bwilliams@kgw.com
@rbwnwine

cid:image003.png@01D3AF20.7FB048B0



KGW8 

KGW.com 

From: [CAPPS Lindsey D * GOV](#)
To: [CALDERON Miriam - ELD](#); [TATE Ben - ELD](#); [MANDELL David P - ELD](#); [BHATT Pooja * GOV](#)
Cc: [TAYLOR Dawn - ELD](#); [MICKELSON Sara - ELD](#)
Subject: RE: ELD Eboard Letter
Date: Thursday, August 30, 2018 9:03:53 AM

Miriam,

Thank you for the updated draft, and for your time on the phone this morning. If Ben can send me and Pooja a new draft this morning with updated language addressing the specific details you listed below, I will coordinate a final review today within the Governor's Office.

Lindsey


Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: CALDERON Miriam - ELD [miriam.calderon@state.or.us]
Sent: Thursday, August 30, 2018 12:20 AM
To: TATE Ben - ELD; MANDELL David P - ELD; CAPPS Lindsey D * GOV; BHATT Pooja * GOV
Cc: TAYLOR Dawn - ELD; MICKELSON Sara - ELD
Subject: RE: ELD Eboard Letter

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- Draft requires a careful proofread

Please let Ben know if you have any additional edits or feedback. Pooja/Lindsey, please let Ben know when you are good w/ sending to Rick at ODE.

Thanks everyone for your contributions and feedback.
MC

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Sent: Wednesday, August 29, 2018 5:10 PM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; TATE Ben - ELD <ben.tate@state.or.us>

Cc: LESLIE Berri * GOV <Berri.Leslie@state.or.us>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

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- 1) Statutory authority for Baby Promise -explain how this is building on existing work as a key review criteria for these requests
- 2) Specify the national standard on caseloads and how what you're requesting is bringing Oregon into alignment in a way that prioritizes child safety

If you could make these tweaks and enhancements and send another version out tonight, that would be great.

Thank you.
Pooja

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Sent: Wednesday, August 29, 2018 4:14 PM
To: BHATT Pooja * GOV; CALDERON Miriam - ELD
Cc: Berri.Leslie@state.or.us
Subject: Re: ELD Eboard Letter

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[REDACTED] I do wonder whether reference to ELD Capacity in the agency action section ought to be stated as Child Safety.

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From: TATE Ben - ELD <ben.tate@state.or.us>
Date: August 29, 2018 at 2:42:41 PM MDT
To: BHATT Pooja * GOV <Pooja.BHATT@state.or.us>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@state.or.us>, KORESKI Debbie * GOV <Debbie.KORESKI@state.or.us>
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[REDACTED] I wanted to get this out to you now to allow time for review.

Please let us know if you have any changes. Rick and company are ready to finalize and submit today at 5pm.

Thanks,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ ben.tate@state.or.us

fb.me/OREarlyLearning

<ODEDHSChildCareLimitationv5.docx>

From: PAIR Chris * GOV
To: KONDAYEN Kate * GOV
Cc: EDLUND Tina * GOV
Subject: Re: KGW QUESTION OHSU HEART TRANSPLANT
Date: Thursday, August 30, 2018 9:05:16 AM

Tina,
Let us know if there's any value in responding. Otherwise, there's no need to. He's fishing.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 30, 2018, at 8:56 AM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

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Thanks

Bruce

R BRUCE WILLIAMS
SENIOR CONTENT DISCOVERY EDITOR
KGW and [KGW.com](http://kgw.com)
A TEGNA Company
1501 SW Jefferson St.
Portland, OR 97201
Voice:503-226-5111
Fax: (503) 226-5059

www.kgw.com

newsdesk@kgw.com

bwilliams@kgw.com

[@rbwnwine](#)

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From: [CAPPS Lindsey D * GOV](#)
To: [LESLIE Berri * GOV](#); [KORESKE Debbie * GOV](#)
Cc: [BHATT Pooja * GOV](#); [MOLLER Mary * GOV](#)
Subject: ELD E-Board Letter Update
Date: Thursday, August 30, 2018 9:10:07 AM

Berri and Debbie,

I spoke with Miriam this morning, and her team is making a few final adjustments and we will have a final letter draft shortly. I will send that out to make sure you both have time to review with formal submission by ODE and DHS planned today. If either of you would like an additional check-in prior to the letter being submitted today, just let me know.

Lindsey

From: [TATE Ben - ELD](#)
To: [CAPPS Lindsey D * GOV](#); [CALDERON Miriam - ELD](#); [MANDELL David P - ELD](#); [BHATT Pooja * GOV](#)
Cc: [TAYLOR Dawn - ELD](#); [MICKELSON Sara - ELD](#)
Subject: RE: ELD Eboard Letter
Date: Thursday, August 30, 2018 9:10:33 AM
Attachments: [ODEDHSChildCareLimitationv8.docx](#)

Lindsey,

Please see attached with the updates to the position counts, associated dollars and updates to the percentages referenced at the start of the latter. [REDACTED]
[REDACTED]

Thanks!

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ben.tate@state.or.us

fb.me/OREarlyLearning

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Sent: Thursday, August 30, 2018 9:04 AM
To: [CALDERON Miriam - ELD <miriam.calderon@state.or.us>](mailto:miriam.calderon@state.or.us); TATE Ben - ELD <ben.tate@state.or.us>; [MANDELL David P - ELD <david.mandell@state.or.us>](mailto:david.mandell@state.or.us); [BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>](mailto:Pooja.BHATT@oregon.gov)
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Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

August 30, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD) and the Department of Human Services (DHS) respectfully request increases to their respective agency budget limitations due to additional funding allocated by the U.S. Department of Health and Human Service for the Child Care Development Block Grant (CCDBG).

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Child Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018.

Oregon's share of these new federal funds is \$25,600,808 for FY 2018 and FY 2019. The federal award letter, received first on May 1, 2018 indicates that FY 2018 Federal Funds must be obligated by September 30, 2019 and liquidated by September 30, 2020.

The plan put forth by ELD and DHS proposes to use ~~64~~⁶⁵% of the funding to better support low-income families' (with a particular focus on families with infants and toddlers) access to quality and affordable child care; and ~~26~~²³% of the funds to be used to directly support child care providers by increasing their access to professional learning opportunities and covering provider costs associated with the new federal requirements. The remaining ~~10~~³% of the funds would be used to address child care safety by enhancing the Office of Child Care's ability to have a more consistent presence in child care facilities for monitoring and technical assistance. These activities are in accordance with federal requirements and guidance for use of new funds, and aligned with the guidance received from key stakeholders on the strategic use of these additional dollars for Oregon's child care system.

To inform the development of this plan, ELD and DHS co-convened a workgroup comprised of advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee). Over the summer, a subcommittee of the Governor's

Children's Cabinet also met, focusing on changes to the child care system that could improve access to services for families and providers with these additional resources.

The groups identified priorities related to addressing the shortage of infant and toddler care, assisting providers in covering costs associated with new federal health and safety regulations, expanding access to community-based training and technical assistance for the child care workforce, and ensuring low-income families can access and afford high-quality child care that meets their needs. In addition, they supported recommendations to improve ELD Capacity in order to strengthen the licensing program, including by decreasing licensure caseloads.

To effectively move forward in carrying out the priorities established by the Governor's Children's Cabinet, both ODE and DHS require increases to their respective budgetary limitation for use of these federal resources. The requested limitation is to allow the agencies to begin using these funds for the identified priorities.

- ODE ELD request an increase of \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).
- DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Agency Action

Oregon Department of Education – Early Learning Division

The Oregon Department of Education, through its Early Learning Division, requires an additional \$21,997,901 in Federal Funds limitation and 7.20 FTE to accomplish the following:

For Families - address the crisis in the supply of quality infant toddler care: A recent analysis showed all but one county in Oregon has a sufficient supply (regulated, recorded, and license-exempt) of infant and toddler care. ELD requests \$3,497,434 in Federal Funds limitation and .99 FTE (3 limited duration positions) to expand activities that build the supply of quality child care in targeted communities. These activities, which include professional development and financial supports, follow under the Office of Child Care responsibilities for administering the federal CCDF funds under ORS 329A.010(2)(a) and the federal guidelines for administering the CCDF funds. The Office of Child Care will work in collaboration with DHS to ensure that supply of infant and toddler care supported through these efforts serves families receiving ERDC.

For Providers - enhance direct supports for caregivers to support high-quality care:

Since 2017, the Child Care Resource and Referral System (professional learning and support system for early childhood educators) has lost over 20 Quality Improvement Specialists, who are responsible for delivering training and technical assistance to child care providers. This change coincided with new federal mandates for increased health and safety practices, including requiring providers to participate in additional training. ELD requests \$5,675,610 ~~585,650~~ in Federal Funds limitation and 0.33 FTE (1 limited direction

Commented [CM-E1]: Dawn – better language for this, a quarter, a third of all QIS??

position) to make resources available to providers to help subsidize their costs associated with meeting new licensing regulations (e.g., background checks, training, equipment), and increase investments in the Child Care Resource and Referral System.

For Children's Safety in Care – build the capacity of the state's child care licensing program. National standards for licensor caseloads are 1:50; Yet, Oregon's licensor caseloads average 1:138. Additionally, more staff are needed in the legal and compliance unit to implement new child care safety directives. ELD requests \$2, ~~140,381~~^{230,344} in Federal Funds limitation to increase staffing by ~~5,886.21~~ FTE (~~201~~ limited duration positions) in the Office of Child Care (OCC) resulting in licensing caseloads that are closer to industry standards at 1:108, and additional staff in the legal and compliance unit. This will strengthen and improve the consistency of monitoring and enforcement practices, better support providers to successfully meet licensing requirements, and ultimately ensure the health and safety of children in care.

Oregon Department of Human Services

For Families: With Federal Funds transferred from ODE, DHS is requesting Other Funds limitation of \$10,684,476. As mentioned above, DHS has been working for the past several months with a subcommittee of the Governor's Children's Cabinet and a separate, but overlapping stakeholder group to collaboratively construct recommendations for the use of the additional funds. Recommendations are not yet available from these groups, but DHS anticipates being able to present the options in person during legislative hearings considering this request.

Based on the discussions with the stakeholder groups, DHS action will center the additional funding around DHS Child Care Program enhancements that improve access to child care for parents and providers that do not result in DHS system changes.

Action Requested

Oregon Department of Education

ODE ELD request an increase in \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).

Oregon Department of Human Services

DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Legislation Affected

Oregon Department of Education:	Section 4(1) Chapter 590, Oregon Laws (2017) Section 5(1) Chapter 590, Oregon Laws (2017)
---------------------------------	--

Oregon Department of Human Services	Section 2(2) Chapter 597, Oregon Laws (2017)
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The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
August 30, 2018
Page 4 of 4

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

Sincerely,

Colt Gill
Deputy Superintendent of
Public Instruction

Miriam Calderon
Early Learning System
Director

Fariborz Pakseresht
Department of Human
Services Director

From: [BLOSSER Nik * GOV](#)
To: [LABAR James * GOV](#); [KONDAYEN Kate * GOV](#); [PAIR Chris * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Thursday, August 30, 2018 9:31:41 AM

Hi –

1. I didn't realize we had all the milestone tables – we should cut those out. Way too detailed and wonky.
2. We should reference the year of the bill HB4144 in some way as James says below.
3. I like how pages 14-15 are now – much clearer. Please don't change.

Thanks -- Nik

- Per Nik's directive to move up the last two paragraphs of copy, I had to significantly alter the text of the entire Strategy Four on the last two pages of body copy. **Would you all please give it a close read to make sure it still makes sense from a policy perspective, keeping an eye out for copy edits?**
For consistency I'd change "The plan (HB 4144) turns" to "The plan in HB 4144 (2018) turns" if we want to reference the bill. I'm also good not referencing the bill. I think this depends on what will be in the Future Ready stuff being drafted now.
- The header on pages 14 and 15 were originally labeled "Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep" and "The Governor's Strategies:..." It was unclear structural labeling, so I changed the first header to "Goal: Making Sure Every Oregon Family has a Safe Place to Sleep." Easily changed back.
My two cents: Strategies under a strategy is unclear. I think Plan, Goal, or Roadmap work to provide the four strategies a proper framework.
- Strategy Two on page 15 was unclear and repetitive due to editing errors at some point along the way. James and I revised. **Nice.**

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Thursday, August 30, 2018 at 9:16 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: RE: Housing in layout

All,

My comments are below to help complete the .02 percent left to do (please notice I did not use the % symbol).

James

From: KONDAYEN Kate * GOV

Sent: Thursday, August 30, 2018 12:00 AM

To: LABAR James * GOV <James.Labar@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

Hi all,

The final version (fingers crossed!) is attached. **Great job!** In addition to the edits sent along this afternoon/evening, James and I talked through minor wording and formatting changes, and I did another set of copy edits. I want to point out three things for careful review:

- Per Nik's directive to move up the last two paragraphs of copy, I had to significantly alter the text of the entire Strategy Four on the last two pages of body copy. **Would you all please give it a close read to make sure it still makes sense from a policy perspective, keeping an eye out for copy edits?**
For consistency I'd change "The plan (HB 4144) turns" to "The plan in HB 4144 (2018) turns" if we want to reference the bill. I'm also good not referencing the bill. I think this depends on what will be in the Future Ready stuff being drafted now.
- The header on pages 14 and 15 were originally labeled "Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep" and "The Governor's Strategies:..." It was unclear structural labeling, so I changed the first header to "Goal: Making Sure Every Oregon Family has a Safe Place to Sleep." Easily changed back.
My two cents: Strategies under a strategy is unclear. I think Plan, Goal, or Roadmap work to provide the four strategies a proper framework.
- Strategy Two on page 15 was unclear and repetitive due to editing errors at some point along the way. James and I revised. **Nice.**

Please let me know if you catch anything that needs to be changed. I can make myself available at any time tomorrow, but just in case, Chris, the updated InDesign file is in the drive, marked as Housing Final.

Best,

Kate

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:31 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: RE: Housing in layout

All,

Paragraph for review:

Governor Brown launched Future Ready Oregon to help meet construction workforce needs. The plan (HB 4144) turns wage earners into job creators by helping mid-career construction professionals start their own business, and provides incentives to attract and retain new, young talent into the workforce. Resources are available for businesses in rural Oregon who work on affordable, low-, and middle-income housing. Future Ready Oregon will help provide the needed construction skills, businesses, and workers to build the increasing supply of homes across the housing spectrum throughout Oregon.

I'm not suggesting we put this in the background, but for additional edification (and to prepare for the onslaught of questions and critiques) from a recent convo with Employment Dept.:

There seems to be a developing theme of, "We just don't have any construction workers." There are also comments about the way in which construction employment was "decimated" during the Great Recession (true), but little acknowledgement that construction employment now surpasses the levels from before the recession...to help frame the "construction employment" conversation in ways that can be supported by the data. Do we have construction workers? Yes. Do we have more construction workers than we've ever had before? Yes. Do we have "enough" construction workers, with the right skills and licenses and certifications, in all the geographic areas where they're needed? No. Will a lot of construction workers be retiring in the next few years? Yes.

Thanks,

James

From: KONDAYEN Kate * GOV
Sent: Wednesday, August 29, 2018 8:20 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Great! I will wait for copy from James then make all changes at once.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 7:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Hi – looking good. A few annotated items on the attached.
PDF pages: 3, 16, 22-23

After you make these and throw in James' final paragraph, we should be done. Main thing is to fit everything on 23 total pages so you may need to do some additional cutting. I am sending this version to the Governor for a final look, too.

Great work!

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 6:06 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Hi all,

Updated PDF attached, and updated InDesign file in the drive for Chris. I just made annotated changes, but will do another full review after 7:00 PM too.

James, can you send along the new closing paragraph?

Best,
Kate

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 2:46 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

Okay – here are what I hope are final edits in the attached annotated version.

A few key points:

1. The Exec summary is too long so I cut it a bit. Would like to cut more, but we need the language in there about rental protections so don't think we can.
2. The third bullet of the plan needs to be "Invest in Permanent Supportive Housing for the Chronically Homeless" – I noted that.
3. We need periods at the end of every one of the italicized descriptions. I noted that.
4. James caught some of the bigger issues I saw.
5. Who is the Harney County partner? Right now it says "PARTNER NAME"
6. James, we need a paragraph at the end of agenda item #4 about apprenticeships in rural Oregon for construction. We talk about it in the italicized summary (which I rewrote).

After this and getting items 5 and 6 from James I think we are good. I would like to have the Governor take one last look at the final, if possible.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 2:32 PM

To: LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

Thanks, James.

Chris, I'll go in and make these changes now. Will let you know when I've re-uploaded the file.

From: LABAR James * GOV <James.Labar@oregon.gov>

Date: Wednesday, August 29, 2018 at 2:31 PM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: RE: Housing in layout

All,

Read layout. Scanned word doc. Looks good. Two corrections needed in the layout version.

1. In layout version, p. 15 it says, (misspelling and duplicative)

“End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs”

Needs to say:

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon

2. In layout version, p. 16 it says, (missing words)

Dedicate resources
Emergency Housing Assistance
(EHA) and State Homeless
Assistance Program (SHAP).
OHCS is working with Oregon’s
Housing Stability Council and the
Community Action Partnership of
Oregon to incorporate national
best practices and outcome oriented
approaches to build on
the success of these resources,
and to deliver the most impactful
results for homeless individuals
and families.

Needs to say

Dedicate resources to address Oregon’s homeless crisis by raising the funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon’s Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

From: PAIR Chris * GOV

Sent: Wednesday, August 29, 2018 11:09 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

All edits are included in the attached. I've also included a clean word doc to add any copy edits to. If you have layout edits, please mark up the PDF or send a list of edits.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:31 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Updated numbers in the goal are attached. James, when Chris sends around the updated version in layout, please look closely to make sure I subbed the language in every possible place—I just found one.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Thanks, Nik!

James also just got info from OHCS that we can actually triple instead of over double the pipeline. I will go into the Word doc now and add into Goal #4 and redistribute for reference.

Language:

“Triple the existing pipeline – up to 25,000 units by 2023”

Rationale:

- Consistent time horizon with statewide housing plan. Language will be identical in both documents.
- We are concerned about the roughly 3,000 units that get us from the 19-21 math to 20,000 by 2021.

Here is the math.

We used what's below which gets us to 17,500 units by the end of 2021, and then we assumed 2021-23 numbers:

4,000 doc fee and LIHTC (some slight changes expected in LIHTC due to federal changes)

4,000 (same level of funding in gov budget for 21-23)

1,200 accelerator

=9,200

9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:18 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: Re: Housing in layout

All – Great job. Please put the attached back into layout so we can get this finalized. Here are the steps:

1. Put into layout (attached)
2. Final review by Governor and the whitepaper team
3. Make the call about checking with any external stakeholders
4. Go live

Still could happen later today I think, but might be tomorrow am.

A few notes on the latest draft:

- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let's make a final call on this after seeing it in layout.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew

jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:05 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Not a problem to include Attachment #2

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:35 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: Housing in layout

All,

Here you go. I attached "Attachment #2, which is for footnote 17. If a pain to lay out, I'd just remove footnote. Not a pain, please include. I think it works either way.

This thing is looking good. Thanks to all.

Thanks,

James

From: LABAR James * GOV
Sent: Wednesday, August 29, 2018 9:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: Housing in layout

Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

From: BLOSSER Nik * GOV
Sent: Wednesday, August 29, 2018 7:47 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Tuesday, August 28, 2018 at 10:47 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Housing in layout

Hi all,
Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.
Kate, I've uploaded the indesign file on drive.
Thanks
Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

From: [CALDERON Miriam - ELD](#)
To: [TATE Ben - ELD](#); [MANDELL David P - ELD](#); [CAPPS Lindsey D * GOV](#); [CALDERON Miriam - ELD](#); [BHATT Pooja * GOV](#)
Cc: [TAYLOR Dawn - ELD](#); [MICKELSON Sara - ELD](#)
Subject: RE: ELD Eboard Letter
Date: Thursday, August 30, 2018 9:39:13 AM
Attachments: [ODEDHSChildCareLimitationv8.docx](#)

Here it is again, noticed a typo. MC

From: TATE Ben - ELD <Ben.Tate@ode.state.or.us>
Sent: Thursday, August 30, 2018 9:10 AM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Cc: TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; MICKELSON Sara - ELD <sara.mickelson@state.or.us>
Subject: RE: ELD Eboard Letter

Lindsey,

Please see attached with the updates to the position counts, associated dollars and updates to the percentages referenced at the start of the latter. [REDACTED]

Thanks!

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ben.tate@state.or.us

fb.me/OREarlyLearning

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Sent: Thursday, August 30, 2018 9:04 AM
To: CALDERON Miriam - ELD <miriam.calderon@state.or.us>; TATE Ben - ELD <ben.tate@state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Cc: TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; MICKELSON Sara - ELD <sara.mickelson@state.or.us>
Subject: RE: ELD Eboard Letter

Miriam,

Thank you for the updated draft, and for your time on the phone this morning. If Ben can send me and Pooja a new draft this morning with updated language addressing the specific details you listed below, I will coordinate a final review today within the Governor's Office.

Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green

503.373.1283

debbie.green@state.or.us

From: CALDERON Miriam - ELD [miriam.calderon@state.or.us]

Sent: Thursday, August 30, 2018 12:20 AM

To: TATE Ben - ELD; MANDELL David P - ELD; CAPPS Lindsey D * GOV; BHATT Pooja * GOV

Cc: TAYLOR Dawn - ELD; MICKELSON Sara - ELD

Subject: RE: ELD Eboard Letter

Hi, there – attached please find a revised version of the letter. A few things to note:

- [REDACTED]
- There are a couple of comments for Ben related to position count.
- There is new language regarding need/rationale for the request (ELD agency action section), including info on the national standards for caseloads. Please take a look.
- Draft requires a careful proofread

Please let Ben know if you have any additional edits or feedback. Pooja/Lindsey, please let Ben know when you are good w/ sending to Rick at ODE.

Thanks everyone for your contributions and feedback.

MC

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Sent: Wednesday, August 29, 2018 5:10 PM

To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; TATE Ben - ELD <ben.tate@state.or.us>

Cc: LESLIE Berri * GOV <Berri.Leslie@state.or.us>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: RE: ELD Eboard Letter

I have made some changes and comments in the attached version, which capture feedback from me and Lindsey. There are couple of outstanding pieces of information that would be good to include:

- 1) Statutory authority for Baby Promise -explain how this is building on existing work as a key review criteria for these requests
- 2) Specify the national standard on caseloads and how what you're requesting is bringing Oregon into alignment in a way that prioritizes child safety

If you could make these tweaks and enhancements and send another version out tonight, that would be great.

Thank you.
Pooja

From: CAPPS Lindsey D * GOV
Sent: Wednesday, August 29, 2018 4:14 PM
To: BHATT Pooja * GOV; CALDERON Miriam - ELD
Cc: Berri.Leslie@state.or.us
Subject: Re: ELD Eboard Letter

I don't have any additional substantive edits to the letter, [REDACTED]
[REDACTED] I do wonder whether
reference to ELD Capacity in the agency action section ought to be stated as Child Safety.

Pooja and I have been playing phony tag to coordinate on thoughts so expect more thoughts there.

From: TATE Ben - ELD <ben.tate@state.or.us>
Date: August 29, 2018 at 2:42:41 PM MDT
To: BHATT Pooja * GOV <Pooja.BHATT@state.or.us>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@state.or.us>, KORESKI Debbie * GOV <Debbie.KORESKI@state.or.us>
Cc: MANDELL David P - ELD <david.mandell@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>, CRAGER Rick - ODE <rick.crager@state.or.us>
Subject: ELD Eboard Letter

Hello,

Miriam asked me to send you our revised Eboard letter based on the conversation on Monday. [REDACTED]

[REDACTED]
[REDACTED] I wanted to get this out to you now to allow time for review.

Please let us know if you have any changes. Rick and company are ready to finalize and submit today at 5pm.

Thanks,

Ben Tate

Chief of Staff

Early Learning Division | Oregon Department of Education

Office: 503.947.1409 | ✉ ben.tate@state.or.us

fb.me/OREarlyLearning

<ODEDHSChildCareLimitationv5.docx>



Oregon
Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

August 30, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD) and the Department of Human Services (DHS) respectfully request increases to their respective agency budget limitations due to additional funding allocated by the U.S. Department of Health and Human Service for the Child Care Development Block Grant (CCDBG).

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Child Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018.

Oregon's share of these new federal funds is \$25,600,808 for FY 2018 and FY 2019. The federal award letter, received first on May 1, 2018 indicates that FY 2018 Federal Funds must be obligated by September 30, 2019 and liquidated by September 30, 2020.

The plan put forth by ELD and DHS proposes to use ~~64~~⁶⁵% of the funding to better support low-income families' (with a particular focus on families with infants and toddlers) access to quality and affordable child care; and ~~26~~²³% of the funds to be used to directly support child care providers by increasing their access to professional learning opportunities and covering provider costs associated with the new federal requirements. The remaining ~~10~~³% of the funds would be used to address child care safety by enhancing the Office of Child Care's ability to have a more consistent presence in child care facilities for monitoring and technical assistance. These activities are in accordance with federal requirements and guidance for use of new funds, and aligned with the guidance received from key stakeholders on the strategic use of these additional dollars for Oregon's child care system.

To inform the development of this plan, ELD and DHS co-convened a workgroup comprised of advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee). Over the summer, a subcommittee of the Governor's

Children's Cabinet also met, focusing on changes to the child care system that could improve access to services for families and providers with these additional resources.

The groups identified priorities related to addressing the shortage of infant and toddler care, assisting providers in covering costs associated with new federal health and safety regulations, expanding access to community-based training and technical assistance for the child care workforce, and ensuring low-income families can access and afford high-quality child care that meets their needs. In addition, they supported recommendations to improve ELD Capacity in order to strengthen the licensing program, including by decreasing licensure caseloads.

To effectively move forward in carrying out the priorities established by the Governor's Children's Cabinet, both ODE and DHS require increases to their respective budgetary limitation for use of these federal resources. The requested limitation is to allow the agencies to begin using these funds for the identified priorities.

- ODE ELD request an increase of \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).
- DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Agency Action

Oregon Department of Education – Early Learning Division

The Oregon Department of Education, through its Early Learning Division, requires an additional \$21,997,901 in Federal Funds limitation and 7.20 FTE to accomplish the following:

For Families - address the crisis in the supply of quality infant toddler care: A recent analysis showed all but one county in Oregon has a sufficient supply (regulated, recorded, and license-exempt) of infant and toddler care. ELD requests \$3,497,434 in Federal Funds limitation and .99 FTE (3 limited duration positions) to expand activities that build the supply of quality child care in targeted communities. These activities, which include professional development and financial supports, follow under the Office of Child Care responsibilities for administering the federal CCDF funds under ORS 329A.010(2)(a) and the federal guidelines for administering the CCDF funds. The Office of Child Care will work in collaboration with DHS to ensure that supply of infant and toddler care supported through these efforts serves families receiving ERDC.

For Providers - enhance direct supports for caregivers to support high-quality care:

Since 2017, the Child Care Resource and Referral System (professional learning and support system for early childhood educators) has lost over 20 Quality Improvement Specialists, who are responsible for delivering training and technical assistance to child care providers. This change coincided with new federal mandates for increased health and safety practices, including requiring providers to participate in additional training. ELD requests \$5,675,610 ~~585,650~~ in Federal Funds limitation and 0.33 FTE (1 limited

Commented [CM-E1]: Dawn – better language for this, a quarter, a third of all QIS??

~~direction~~ ~~duration~~ ~~position~~) to make resources available to providers to help subsidize their costs associated with meeting new licensing regulations (e.g., background checks, training, equipment), and increase investments in the Child Care Resource and Referral System.

For Children's Safety in Care – build the capacity of the state's child care licensing program. National standards for licensor caseloads are 1:50; Yet, Oregon's licensor caseloads average 1:138. Additionally, more staff are needed in the legal and compliance unit to implement new child care safety directives. ELD requests \$2, ~~140,381~~ ~~230,341~~ in Federal Funds limitation to increase staffing by ~~5,886.21~~ FTE (~~201~~ limited duration positions) in the Office of Child Care (OCC) resulting in licensing caseloads that are closer to industry standards at 1:108, and additional staff in the legal and compliance unit. This will strengthen and improve the consistency of monitoring and enforcement practices, better support providers to successfully meet licensing requirements, and ultimately ensure the health and safety of children in care.

Oregon Department of Human Services

For Families: With Federal Funds transferred from ODE, DHS is requesting Other Funds limitation of \$10,684,476. As mentioned above, DHS has been working for the past several months with a subcommittee of the Governor's Children's Cabinet and a separate, but overlapping stakeholder group to collaboratively construct recommendations for the use of the additional funds. Recommendations are not yet available from these groups, but DHS anticipates being able to present the options in person during legislative hearings considering this request.

Based on the discussions with the stakeholder groups, DHS action will center the additional funding around DHS Child Care Program enhancements that improve access to child care for parents and providers that do not result in DHS system changes.

Action Requested

Oregon Department of Education

ODE ELD request an increase in \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).

Oregon Department of Human Services

DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Legislation Affected

Oregon Department of Education:	Section 4(1) Chapter 590, Oregon Laws (2017) Section 5(1) Chapter 590, Oregon Laws (2017)
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Oregon Department of Human Services	Section 2(2) Chapter 597, Oregon Laws (2017)
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The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
August 30, 2018
Page 4 of 4

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

Sincerely,

Colt Gill
Deputy Superintendent of
Public Instruction

Miriam Calderon
Early Learning System
Director

Fariborz Pakseresht
Department of Human
Services Director

From: [KONDAYEN Kate * GOV](#)
To: [BHATT Pooja * GOV](#); [MORAWSKI Lisa - CEDO](#)
Cc: [LESLIE Berri * GOV](#)
Subject: Re: final
Date: Thursday, August 30, 2018 9:50:02 AM
Attachments: [ELD letter 8.30.18 922am KK.docx](#)

Major changes to the timeline info. Discussed with Lisa.

From: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Date: Thursday, August 30, 2018 at 9:24 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: final

Would you please review this one last time, Kate? I know that Berri is in meetings and probably won't be able to. [REDACTED] agency staff reviewed the timeline to ensure it is correct.

Dear Parent or Guardian,

I am writing to follow up on information provided to you regarding the YMCA Moda Tower Child Development Center (YMCA), and to apologize for the lack of clarity in the communication we sent on August 21st. This letter provides a status overview and [timeline update](#) on the case at YMCA, and additional resources for you and your family.

The State of Oregon's Early Learning Division, Office of Child Care (OCC) is committed to improving communication with families, which we feel is an integral component of prioritizing child safety. We conduct regular monitoring ~~of child care providers visits~~ to ensure that the health and safety of children is prioritized by providers; share safety information ~~and results of monitoring visits~~ with the public via our [Child Care Safety Portal](#); and communicate directly with families when ~~the State of Oregon we~~ takes a serious action against a provider.

Last week, the OCC notified you and other families ~~whose children are with children receiving care in care~~ at the ~~YMCA~~ of an enforcement action ~~at that facility~~ that could disrupt your current child care arrangements. While we strive for full transparency with families, we cannot always share all the information pertinent to our decisions ~~on an enforcement action~~. The YMCA ~~action investigation~~ is one such instance. There are a myriad of reasons that can prevent us from disclosing key facts: some information is highly sensitive; ~~some information comes from partnering agencies and is often it involves partnering with other agencies and is confidential~~; or ~~and/or it cannot be disclosed due to privacy concerns~~ for young children and their families. The packet we sent on August 21st provided what official documentation we were able to share (a notice of intent to revoke), which was in technical language, and contained redactions of facts that cannot be disclosed at this time.

I'd like to provide more context around ~~the notice we provided, that official documentation~~. The YMCA has had a number of ~~instances of rule violations of regulatory code~~ of varying degrees. While some of these ~~are were~~ considered minor violations, two events in recent months were particularly serious in nature. The OCC considered the totality of the YMCA's compliance history, ~~but~~ particularly those violations of a serious nature, when determining ~~what that~~ action was needed to ensure ~~that that~~ the YMCA prioritized child safety. Put another way, the OCC not only considers the number of violations, but ~~rather also~~ the degree to which a particular violation poses a threat to children's health and safety when making the decision to take action on a facilities license.

I also want to ~~clarify key update you on the status and timelines~~ for this action. ~~Shortly after receiving the notice of intent to revoke the YMCA requested a hearing on their case as is their right as part of the license evaluation process. The YMCA will remain open throughout the hearing process, pending no further incidents of a serious nature, until a decision is made. The hearing date will be set by an administrative law judge. In our experience in cases that are elevated to judicial review, the process is lengthy, and can take several months before a final decision is reached. The Office of Child Care can provide you with updates to the hearing timeline as they are released by the judge.~~

- ~~The YMCA has 21 days from the date the notice was mailed to request a hearing. The notice was signed on August 17th and mailed out that same day. We have confirmation~~

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that the YMCA received the notice via certified mail on August 22nd. The YMCA has until September 7th to request a hearing.

- ~~The YMCA If the YMCA has requested a hearing, a hearing date will be set by an administrative law judge. We cannot provide an exact timeframe for when the hearing will occur, but it is our experience the process is lengthy and can take several months before a final decision is reached. The YMCA will remain open until the final decision is made by the administrative law judge, pending no further incidents of a serious nature.~~
- ~~If the YMCA does not request a hearing within 90 days, the OCC can revoke the YMCA's license effective November 17, 2018.~~

If you have any questions or would like updates about this particular matter, please do not hesitate to contact the OCC directly at 1-800-556-6616. ~~For~~ Information about locating safe and quality child care, ~~information~~ is available at 211 and the Child Care Safety Portal.

We are committed to ensuring every young child in our state is cared for in a safe and nurturing environment.

Sincerely,

Miriam Calderon
Early Learning System Director

Dawn Taylor
Child Care Director

From: [MORAWSKI Lisa - CEDO](#)
To: [KONDAYEN Kate * GOV](#)
Subject: RE: final
Date: Thursday, August 30, 2018 9:53:07 AM

This looks good.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 30, 2018 9:50 AM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: Re: final

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Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: final

Would you please review this one last time, Kate? I know that Berri is in meetings and probably won't be able to. [REDACTED] agency staff reviewed the timeline to ensure it is correct.

From: [CAPPS Lindsey D * GOV](#)
To: [BHATT Pooja * GOV](#)
Cc: [LESLIE Berri * GOV](#); [KORESKEI Debbie * GOV](#); [MOLLER Mary * GOV](#)
Subject: Re: ELD E-Board Letter Update
Date: Thursday, August 30, 2018 9:58:18 AM

Do you have time to do a quick review to ensure your edits have been incorporated? Ben Tate is the keeper of the final letter and can make changes as needed.

On Aug 30, 2018, at 10:11 AM, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov> wrote:

Thanks for the update. I suggested changes to Miriam by phone yesterday too but if you have a chance to review the final version, that is fine with me since you gave the latest direction. Thanks.
PB

From: CAPPS Lindsey D * GOV
Sent: Thursday, August 30, 2018 9:10 AM
To: LESLIE Berri * GOV; KORESKEI Debbie * GOV
Cc: BHATT Pooja * GOV; MOLLER Mary * GOV
Subject: ELD E-Board Letter Update

Berri and Debbie,

I spoke with Miriam this morning, and her team is making a few final adjustments and we will have a final letter draft shortly. I will send that out to make sure you both have time to review with formal submission by ODE and DHS planned today. If either of you would like an additional check-in prior to the letter being submitted today, just let me know.

Lindsey

From: [CHATTERJEE Alyssa - ELD](#)
To: [Weber, Roberta](#)
Cc: [BERNT Betty - ELD](#); [KONDAYEN Kate * GOV](#); [CHATTERJEE Alyssa - ELD](#); [TAYLOR Dawn - ELD](#); [MORAWSKI Lisa - CEDO](#); [CALDERON Miriam - ELD](#); [BHATT Pooja * GOV](#)
Subject: Re: Following up on child care
Date: Thursday, August 30, 2018 10:04:13 AM

So if Dick asks the question re: how rules impact child care supply - what should Miriam pivot to?

Alyssa Chatterjee
Early Learning Division
Sent from my iPhone

On Aug 30, 2018, at 9:57 AM, Weber, Roberta <Bobbie.Weber@oregonstate.edu> wrote:

That makes sense to me.

Bobbie

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Thursday, August 30, 2018 at 9:54 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, Roberta Weber <bobbie.weber@oregonstate.edu>, BERNT Betty - ELD <betty.bernt@state.or.us>, CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Cc: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: RE: Following up on child care

Good Morning,

I just spoke with Lisa, and we're thinking it may be best for just Miriam to do a brief interview with Dick. The child care shortage issue is too complex for anything brief, and not something being addressed at the Council meeting. I think we will be better prepared to talk about it in a few weeks when the Children's Cabinet has more information to share. Let me know if you have any questions. Thanks.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 30, 2018 12:12 AM
To: Weber, Roberta <Bobbie.Weber@oregonstate.edu>; BERNT Betty - ELD <betty.bernt@state.or.us>; CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>

Cc: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>

Subject: Re: Following up on child care

Thoughts in the attached.

+Pooja as an FYI

From: "Weber, Roberta" <Bobbie.Weber@oregonstate.edu>

Date: Wednesday, August 29, 2018 at 8:33 PM

To: BERNT Betty - ELD <betty.bernt@state.or.us>, CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>

Subject: Re: Following up on child care

Thanks so much for sharing the talking points. I am so grateful to those who know how to communicate about complicated and complex child care issues.

My main concern is that ELC/ELD communicate why the rules are being promulgated and not fall into being defensive. ELC/ELD did not create a system that is so unfair to providers. At the same time, ELC/ELD are mandated by our own principles, legislative action, and common sense to protect children while they are in child care. We care about providers but they are not the only or primary audience we serve. Providers are essential resources for families.

ELC/ELD have a responsibility to support their work. At the same time, ELC/ELD cannot fix the child care system by itself. 72% of the money in child care in Oregon comes directly from parents and they cannot pay the true cost of care. We need a multi-sector and public/private strategy to support families and the providers that serve them.

Bobbie

From: BERNT Betty - ELD <betty.bernt@state.or.us>

Date: Wednesday, August 29, 2018 at 7:05 PM

To: CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>, Roberta Weber <bobbie.weber@oregonstate.edu>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>

Subject: RE: Following up on child care

Good Evening,

Attached is a start to talking points for tomorrow's interview with Dick Hughes. Please let me know of any edits (I know the third question needs some work) or any other thoughts. Thanks.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: BERNT Betty - ELD

Sent: Wednesday, August 29, 2018 2:57 PM

To: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>; MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; 'KONDAYEN Kate * GOV' <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CHATTERJEE Alyssa - ELD <alyssa.chatterjee@ode.state.or.us>

Subject: FW: Following up on child care

FYI...

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>

Sent: Wednesday, August 29, 2018 2:56 PM

To: BERNT Betty - ELD <betty.bernt@state.or.us>

Subject: Re: Following up on child care

Questions include:

1. What do you hope these new child care rules will accomplish?
2. Why is now the time to adopt new rules?
3. There are growing concerns from child care providers across Oregon that adding even more rules will impact their business and will make it even more difficult to provide adequate care. How do you plan on addressing those concerns?
4. When will the new rules be implemented?

Thanks,
Dick

On Aug 28, 2018, at 4:17 PM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Hi Dick,

I think we can make an interview about child care rules work right after the meeting. As that's a bit of a tight timeline, can you let me know if you

have a focus or potential questions? And is there a station you are working with on this story? We'd just like to be as prepared as we can be. Thanks!!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>
Sent: Tuesday, August 28, 2018 11:37 AM
To: BERNT Betty - ELD <betty.bernt@state.or.us>
Subject: Re: Following up on child care

My video camera and I plan to go to the Early Learning Council meeting Thursday. I would appreciate getting an interview with the appropriate people/person, either beforehand or afterward, about the child care rules — and anything else I should ask about.

(An interview often makes for better TV video than meeting conversation. I'm learning all these things now that I'm working with TV stations. It's fun to keep learning.)

Thanks,
Dick

Dick Hughes
Hughesisms LLC — “Telling stories with passion, power and precision”
TheHughesisms@Gmail.com
503.559.3019
[Facebook.com/Hughesisms](https://www.facebook.com/Hughesisms)

On Aug 28, 2018, at 10:17 AM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Thanks Dick!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC
<thehughesisms@gmail.com>
Sent: Tuesday, August 28, 2018 10:16 AM
To: BERNT Betty - ELD <betty.bernt@state.or.us>
Subject: Following up on child care

Betty,

In thinking about this, I think it would be best to contact reporter Anyssa Bohanan (abohanan@zolomedia.com) or News Director Curtis Vogel (Cvogel@zolomedia.com) directly.

Thanks for reaching out,

Appreciatively,
Dick

On Aug 22, 2018, at 12:54 PM, BERNT
Betty - ELD <betty.bernt@state.or.us>
wrote:

Hello Dick,

In speaking with ELD Director Miriam Calderon and the Early Learning Council Chair Sue Miller, we wanted to connect with you to provide more information about the enhancements the Office of Child Care (OCC) is making to our licensing program. While the KOHD/KBNZ [story](#) was timely and informational, we feel there is much more to say about the work we are doing to ensure the safety of young children in Oregon, while encouraging providers and potential providers to maintain active licenses and utilize OCC resources. We hope to provide the public with a better understanding of the Office of Child Care, as well as make them aware of the many resources available to assist both providers and parents in successful child care experiences. We would welcome the opportunity to be part a follow-up story. Do you suggest I contact the station as well? If so, who would be the best contact person?

I would be happy to coordinate an interview or meeting, or provide information via email. Let me know if you are interested and/or available.

Thanks!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-
856-6040

From: [MORAWSKI Lisa - CEDO](#)
To: [Weber, Roberta](#); [CHATTERJEE Alyssa - ELD](#)
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Subject: RE: Following up on child care
Date: Thursday, August 30, 2018 10:17:31 AM

Yes, I think that is right – maybe adding a little bit of detail but keeping it as concise as possible.

From: Weber, Roberta <Bobbie.Weber@oregonstate.edu>
Sent: Thursday, August 30, 2018 10:10 AM
To: CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>
Cc: BERNT Betty - ELD <betty.bernt@state.or.us>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Re: Following up on child care

A complex set of factors affect supply.

From: CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>
Date: Thursday, August 30, 2018 at 10:04 AM
To: Roberta Weber <bobbie.weber@oregonstate.edu>
Cc: BERNT Betty - ELD <betty.bernt@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
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From: "Weber, Roberta" <Bobbie.Weber@oregonstate.edu>
Date: Wednesday, August 29, 2018 at 8:33 PM
To: BERNT Betty - ELD <betty.bernt@state.or.us>, CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: Re: Following up on child care

Thanks so much for sharing the talking points. I am so grateful to those who know how to communicate about complicated and complex child care issues. My main concern is that ELC/ELD communicate why the rules are being promulgated and not fall into being defensive. ELC/ELD did not create a system that is so unfair to providers. At the same time, ELC/ELD are mandated by our own principles, legislative action, and common sense to protect children while they are in child care. We care about providers but they are not the only or primary audience we serve. Providers are essential resources for families.

ELC/ELD have a responsibility to support their work. At the same time, ELC/ELD cannot fix the child care system by itself. 72% of the money in child care in Oregon comes directly from parents and they cannot pay the true cost of care. We need a multi-sector and public/private strategy to support families and the providers that serve them.

Bobbie

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Wednesday, August 29, 2018 at 7:05 PM
To: CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>, Roberta Weber <bobbie.weber@oregonstate.edu>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: RE: Following up on child care

Good Evening,

Attached is a start to talking points for tomorrow's interview with Dick Hughes. Please let me know of any edits (I know the third question needs some work) or any other thoughts. Thanks.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: BERNT Betty - ELD
Sent: Wednesday, August 29, 2018 2:57 PM
To: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>; MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; 'KONDAYEN Kate * GOV' <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CHATTERJEE Alyssa - ELD <alyssa.chatterjee@ode.state.or.us>
Subject: FW: Following up on child care

FYI...

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>
Sent: Wednesday, August 29, 2018 2:56 PM
To: BERNT Betty - ELD <betty.bernt@state.or.us>
Subject: Re: Following up on child care

Questions include:

1. What do you hope these new child care rules will accomplish?
2. Why is now the time to adopt new rules?
3. There are growing concerns from child care providers across Oregon that adding even more rules will impact their business and will make it even more difficult to provide adequate care. How do you plan on addressing those concerns?
4. When will the new rules be implemented?

Thanks,
Dick

On Aug 28, 2018, at 4:17 PM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Hi Dick,

I think we can make an interview about child care rules work right after the meeting. As that's a bit of a tight timeline, can you let me know if you have a focus or potential questions? And is there a station you are working with on this story? We'd just like to be as prepared as we can be. Thanks!!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>
Sent: Tuesday, August 28, 2018 11:37 AM
To: BERNT Betty - ELD <betty.bernt@state.or.us>
Subject: Re: Following up on child care

My video camera and I plan to go to the Early Learning Council meeting Thursday. I would appreciate getting an interview with the appropriate people/person, either beforehand or afterward, about the child care rules — and anything else I should ask about.

(An interview often makes for better TV video than meeting conversation. I'm learning all these things now that I'm working with TV stations. It's fun to keep learning.)

Thanks,
Dick

Dick Hughes

Hughesisms LLC — “Telling stories with passion, power and precision”

TheHughesisms@Gmail.com

503.559.3019

Facebook.com/Hughesisms

On Aug 28, 2018, at 10:17 AM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Thanks Dick!

Betty Bernt | Communications Director

Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC

<thehughesisms@gmail.com>

Sent: Tuesday, August 28, 2018 10:16 AM

To: BERNT Betty - ELD <betty.bernt@state.or.us>

Subject: Following up on child care

Betty,

In thinking about this, I think it would be best to contact reporter Anyssa Bohanan (abohanan@zolomedia.com) or News Director Curtis Vogel (Cvogel@zolomedia.com) directly.

Thanks for reaching out,

Appreciatively,
Dick

On Aug 22, 2018, at 12:54 PM, BERNT
Betty - ELD <betty.bernt@state.or.us>
wrote:

Hello Dick,

In speaking with ELD Director Miriam Calderon
and the Early Learning Council Chair Sue Miller,

we wanted to connect with you to provide more information about the enhancements the Office of Child Care (OCC) is making to our licensing program. While the KOHD/KBNZ [story](#) was timely and informational, we feel there is much more to say about the work we are doing to ensure the safety of young children in Oregon, while encouraging providers and potential providers to maintain active licenses and utilize OCC resources. We hope to provide the public with a better understanding of the Office of Child Care, as well as make them aware of the many resources available to assist both providers and parents in successful child care experiences. We would welcome the opportunity to be part a follow-up story. Do you suggest I contact the station as well? If so, who would be the best contact person?

I would be happy to coordinate an interview or meeting, or provide information via email. Let me know if you are interested and/or available. Thanks!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: [KONDAYEN Kate * GOV](#)
To: [BLOSSER Nik * GOV](#); [LABAR James * GOV](#); [PAIR Chris * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Thursday, August 30, 2018 10:19:22 AM
Attachments: [Housing Agenda FINAL.pdf](#)

All set (I think)! James is reviewing to be 100% sure.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Thursday, August 30, 2018 at 9:31 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Hi –

1. I didn't realize we had all the milestone tables – we should cut those out. Way too detailed and wonky.
2. We should reference the year of the bill HB4144 in some way as James says below.
3. I like how pages 14-15 are now – much clearer. Please don't change.

Thanks -- Nik

- Per Nik's directive to move up the last two paragraphs of copy, I had to significantly alter the text of the entire Strategy Four on the last two pages of body copy. **Would you all please give it a close read to make sure it still makes sense from a policy perspective, keeping an eye out for copy edits?**
For consistency I'd change "The plan (HB 4144) turns" to "The plan in HB 4144 (2018) turns" if we want to reference the bill. I'm also good not referencing the bill. I think this depends on what will be in the Future Ready stuff being drafted now.
- The header on pages 14 and 15 were originally labeled "Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep" and "The Governor's Strategies:..." It was unclear structural labeling, so I changed the first header to "Goal: Making Sure Every Oregon Family has a Safe Place to Sleep." Easily changed back.
My two cents: Strategies under a strategy is unclear. I think Plan, Goal, or Roadmap work to provide the four strategies a proper framework.
- Strategy Two on page 15 was unclear and repetitive due to editing errors at some point along the way. James and I revised. **Nice.**

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Thursday, August 30, 2018 at 9:16 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: RE: Housing in layout

All,

My comments are below to help complete the .02 percent left to do (please notice I did not use the % symbol).

James

From: KONDAYEN Kate * GOV
Sent: Thursday, August 30, 2018 12:00 AM
To: LABAR James * GOV <James.Labar@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Hi all,

The final version (fingers crossed!) is attached. **Great job!** In addition to the edits sent along this afternoon/evening, James and I talked through minor wording and formatting changes, and I did another set of copy edits. I want to point out three things for careful review:

- Per Nik's directive to move up the last two paragraphs of copy, I had to significantly alter the text of the entire Strategy Four on the last two pages of body copy. **Would you all please give it a close read to make sure it still makes sense from a policy perspective, keeping an eye out for copy edits?**

For consistency I'd change "The plan (HB 4144) turns" to "The plan in HB 4144 (2018) turns" if we want to reference the bill. I'm also good not referencing the bill. I think this depends on what will be in the Future Ready stuff being drafted now.

- The header on pages 14 and 15 were originally labeled "Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep" and "The Governor's Strategies:..." It was unclear structural labeling, so I changed the first header to "Goal: Making Sure Every Oregon Family has a Safe Place to Sleep." Easily changed back.

My two cents: Strategies under a strategy is unclear. I think Plan, Goal, or Roadmap work

to provide the four strategies a proper framework.

- Strategy Two on page 15 was unclear and repetitive due to editing errors at some point along the way. James and I revised. **Nice.**

Please let me know if you catch anything that needs to be changed. I can make myself available at any time tomorrow, but just in case, Chris, the updated InDesign file is in the drive, marked as Housing Final.

Best,
Kate

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:31 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: RE: Housing in layout

All,

Paragraph for review:

Governor Brown launched Future Ready Oregon to help meet construction workforce needs. The plan (HB 4144) turns wage earners into job creators by helping mid-career construction professionals start their own business, and provides incentives to attract and retain new, young talent into the workforce. Resources are available for businesses in rural Oregon who work on affordable, low-, and middle-income housing. Future Ready Oregon will help provide the needed construction skills, businesses, and workers to build the increasing supply of homes across the housing spectrum throughout Oregon.

I'm not suggesting we put this in the background, but for additional edification (and to prepare for the onslaught of questions and critiques) from a recent convo with Employment Dept.:

There seems to be a developing theme of, "We just don't have any construction workers." There are also comments about the way in which construction employment was "decimated" during the Great Recession (true), but little acknowledgement that construction employment now surpasses the levels from before the recession...to help frame the "construction employment" conversation in ways that can be supported by the data. Do we have construction workers? Yes. Do we have more construction workers than we've ever had before? Yes. Do we have "enough" construction workers, with the right skills and licenses and certifications, in all the geographic areas where they're needed? No. Will a lot of construction workers be retiring in the next few years? Yes.

Thanks,

James

From: KONDAYEN Kate * GOV
Sent: Wednesday, August 29, 2018 8:20 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Great! I will wait for copy from James then make all changes at once.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 7:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Hi – looking good. A few annotated items on the attached.
PDF pages: 3, 16, 22-23

After you make these and throw in James' final paragraph, we should be done. Main thing is to fit everything on 23 total pages so you may need to do some additional cutting. I am sending this version to the Governor for a final look, too.

Great work!

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 6:06 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Hi all,

Updated PDF attached, and updated InDesign file in the drive for Chris. I just made annotated changes, but will do another full review after 7:00 PM too.

James, can you send along the new closing paragraph?

Best,
Kate

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Okay – here are what I hope are final edits in the attached annotated version.

A few key points:

1. The Exec summary is too long so I cut it a bit. Would like to cut more, but we need the language in there about rental protections so don't think we can.
2. The third bullet of the plan needs to be "Invest in Permanent Supportive Housing for the Chronically Homeless" – I noted that.
3. We need periods at the end of every one of the italicized descriptions. I noted that.
4. James caught some of the bigger issues I saw.
5. Who is the Harney County partner? Right now it says "PARTNER NAME"
6. James, we need a paragraph at the end of agenda item #4 about apprenticeships in rural Oregon for construction. We talk about it in the italicized summary (which I rewrote).

After this and getting items 5 and 6 from James I think we are good. I would like to have the Governor take one last look at the final, if possible.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:32 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Thanks, James.

Chris, I'll go in and make these changes now. Will let you know when I've re-uploaded the file.

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:31 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: Housing in layout

All,

Read layout. Scanned word doc. Looks good. Two corrections needed in the layout version.

1. In layout version, p. 15 it says, (misspelling and duplicative)

"End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs nding veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs"

Needs to say:

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon

2. In layout version, p. 16 it says, (missing words)

Dedicate resources
Emergency Housing Assistance
(EHA) and State Homeless
Assistance Program (SHAP).
OHCS is working with Oregon's
Housing Stability Council and the
Community Action Partnership of
Oregon to incorporate national
best practices and outcome oriented
approaches to build on
the success of these resources,
and to deliver the most impactful
results for homeless individuals
and families.

Needs to say

Dedicate resources to address Oregon's homeless crisis by raising the funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

From: PAIR Chris * GOV
Sent: Wednesday, August 29, 2018 11:09 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

All edits are included in the attached. I've also included a clean word doc to add any copy edits to. If you have layout edits, please mark up the PDF or send a list of edits.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:31 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Updated numbers in the goal are attached. James, when Chris sends around the updated version in layout, please look closely to make sure I subbed the language in every possible place—I just found one.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Thanks, Nik!

James also just got info from OHCS that we can actually triple instead of over double the pipeline. I will go into the Word doc now and add into Goal #4 and redistribute for reference.

Language:

“Triple the existing pipeline – up to 25,000 units by 2023”

Rationale:

- Consistent time horizon with statewide housing plan. Language will be identical in both documents.
- We are concerned about the roughly 3,000 units that get us from the 19-21 math to 20,000 by 2021.

Here is the math.

We used what’s below which gets us to 17,500 units by the end of 2021, and then we assumed 2021-23 numbers:

4,000 doc fee and LIHTC (some slight changes expected in LIHTC due to federal changes)

4,000 (same level of funding in gov budget for 21-23)

1,200 accelerator

=9,200

9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:18 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: Re: Housing in layout

All – Great job. Please put the attached back into layout so we can get this finalized. Here are the steps:

1. Put into layout (attached)
2. Final review by Governor and the whitepaper team
3. Make the call about checking with any external stakeholders
4. Go live

Still could happen later today I think, but might be tomorrow am.

A few notes on the latest draft:

- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let’s make a final call on this after seeing it in layout.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:05 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Not a problem to include Attachment #2

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:35 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: Housing in layout

All,

Here you go. I attached "Attachment #2, which is for footnote 17. If a pain to lay out, I'd just remove footnote. Not a pain, please include. I think it works either way.

This thing is looking good. Thanks to all.

Thanks,

James

From: LABAR James * GOV
Sent: Wednesday, August 29, 2018 9:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: RE: Housing in layout

Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

From: BLOSSER Nik * GOV

Sent: Wednesday, August 29, 2018 7:47 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Tuesday, August 28, 2018 at 10:47 PM

To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Housing in layout

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair

Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

Housing Policy Agenda:

Housing Stability for Children, Veterans,
and the Chronically Homeless and
Increased Housing Supply for Urban
and Rural Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 30, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that focus on areas where the impacts of the housing shortage are the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. One overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time supporting development partners to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases.



Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing for the Chronically Homeless*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by tripling the existing pipeline to 25,000 homes by 2023, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than white Oregonians.³

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



According to the 2017 Point-in-Time Count, 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015.⁴ The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

4. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

5. National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet is a collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which includes populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent supportive housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Urban Oregonians are not the only people facing housing challenges. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that disincentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable.

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.



RECENT ACCOMPLISHMENTS

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include:

ONE: Increased development of affordable homes

Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁷ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously

underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Note: All three numbers include preservation as well as new homes.



THREE: Rural housing projects

In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald: GK Machine and the City of Donald
- Pacific City: Nestucca Ridge Development
- Warm Springs: Jefferson County School District
- Harney County: Community Response Team
- Lincoln County: Proud Ground

FOUR: Supporting first-time homebuyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a statewide housing roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Goal: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's agenda has four strategies that focus on areas where the impacts of the housing shortage have been the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases.



The Governor's Strategies:

ONE: Prioritize Ending Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁸

TWO: House Oregon's Veterans

End veteran homelessness in Oregon by ensuring veterans have an array of options to find and retain housing that meets their needs.

THREE: Invest in Permanent Supportive Housing for the Chronically Homeless

Move people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing.

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies.



ONE: Prioritize Ending Children's Homelessness:

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to

engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.¹⁹

B. Dedicate resources to address the homeless crisis by raising funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and

18. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

19. OHCS estimate based on current LIFT investment experience.



to deliver the most impactful results for homeless individuals and families.

C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²⁰

E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²¹

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

20. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

21. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's Veterans: *Finish the job of ending veteran homelessness in Oregon.*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²²

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a by-

name list of homeless veterans, allowing for real-time data collection and detailed outcome tracking. The by-name lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homelessness prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

22. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.



THREE: Invest in Permanent Supportive Housing for the Chronically Homeless: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care.*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with HB 3063 (2017)



requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Increase Oregon's housing supply in both metropolitan and rural areas by a) expanding the workforce housing initiative, b) improving the path to build and permit innovative building types, and c) promoting training and apprenticeship programs for construction, particularly in rural Oregon.*

In her travels across the state, Governor Brown has heard from that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project, which launched in 2017.

Under the pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing



developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects.

The Accelerator will use \$15 million in resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities statewide.²⁴

The Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low-quality housing stock. The changes would make \$20 million available to developers

by reducing the risk to housing lenders to facilitate development throughout greater Oregon.

In addition, Oregon will enhance the path to permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes, enabling local jurisdictions to adapt to the ever-changing market and support local businesses with a highly skilled workforce.

Governor Brown launched Future Ready Oregon to close the skills gap. HB 4144 (2018) turned wage earners into job creators by helping construction workers who are interested in building affordable, low- and middle-income housing in rural Oregon access resources to support starting their businesses. In 2019 Governor Brown will expand funding for construction-related CTE startup costs and work with the industry to address other workforce barriers. Future Ready Oregon will help provide the workforce we need to increase the supply of homes across the housing spectrum throughout Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.



Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people’s chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans’ Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children’s proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-80% MFI, less than \$59,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Full-time, minimum wage worker, 32% MFI, \$23,000 ○ Customer service representative, 55% MFI, \$40,000 ○ Two full-time min. wage workers, 65% MFI, \$47,000 ○ Carpenter, 70% MFI, \$51,000 • Housing context: <ul style="list-style-type: none"> ○ 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. ○ 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	<p>Affordable housing</p>	<p>Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities</p>	<ul style="list-style-type: none"> • More permanent, affordable housing • LIFT • Preservation of affordable housing • Individual Development Account (IDA) • <i>Acquisition of “Naturally Occurring Affordable Housing”</i> • <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 80-120% MFI, between \$59,000 - \$88,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Police Officer, 91% MFI, \$66,000 ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 	<p>Market-rate housing (a.k.a. workforce housing, middle housing)</p>	<p>Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at whatever price the local market is at</p>	<ul style="list-style-type: none"> • <i>Greater Oregon Housing Accelerator</i>

From: [BLOSSER Nik * GOV](#)
To: [KONDAYEN Kate * GOV](#); [LABAR James * GOV](#); [PAIR Chris * GOV](#)
Cc: [KORESKE Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Thursday, August 30, 2018 10:20:42 AM

Chris – do you have a final sign-off from the Governor on this? I sent her and cced you on the near final version last night. At a minimum please text her to confirm – should be fine but I'd like her approval.

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 10:19 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

All set (I think)! James is reviewing to be 100% sure.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Thursday, August 30, 2018 at 9:31 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Hi –

1. I didn't realize we had all the milestone tables – we should cut those out. Way too detailed and wonky.
2. We should reference the year of the bill HB4144 in some way as James says below.
3. I like how pages 14-15 are now – much clearer. Please don't change.

Thanks -- Nik

- Per Nik's directive to move up the last two paragraphs of copy, I had to significantly alter the text of the entire Strategy Four on the last two pages of body copy. **Would you all please give**

it a close read to make sure it still makes sense from a policy perspective, keeping an eye out for copy edits?

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- The header on pages 14 and 15 were originally labeled "Strategy: Making Sure Every Oregon Family has a Safe Place to Sleep" and "The Governor's Strategies:..." It was unclear structural labeling, so I changed the first header to "Goal: Making Sure Every Oregon Family has a Safe Place to Sleep." Easily changed back.

My two cents: Strategies under a strategy is unclear. I think Plan, Goal, or Roadmap work to provide the four strategies a proper framework.

- Strategy Two on page 15 was unclear and repetitive due to editing errors at some point along the way. James and I revised. **Nice.**

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: LABAR James * GOV <James.Labar@oregon.gov>

Date: Thursday, August 30, 2018 at 9:16 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: RE: Housing in layout

All,

My comments are below to help complete the .02 percent left to do (please notice I did not use the % symbol).

James

From: KONDAYEN Kate * GOV

Sent: Thursday, August 30, 2018 12:00 AM

To: LABAR James * GOV <James.Labar@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: Re: Housing in layout

Hi all,

The final version (fingers crossed!) is attached. **Great job!** In addition to the edits sent along this afternoon/evening, James and I talked through minor wording and formatting changes, and I did another set of copy edits. I want to point out three things for careful review:

- Per Nik's directive to move up the last two paragraphs of copy, I had to significantly alter the text of the entire Strategy Four on the last two pages of body copy. **Would you all please give it a close read to make sure it still makes sense from a policy perspective, keeping an eye out for copy edits?**

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Please let me know if you catch anything that needs to be changed. I can make myself available at any time tomorrow, but just in case, Chris, the updated InDesign file is in the drive, marked as Housing Final.

Best,
Kate

From: LABAR James * GOV <James.Labar@oregon.gov>

Date: Wednesday, August 29, 2018 at 9:31 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: RE: Housing in layout

All,

Paragraph for review:

Governor Brown launched Future Ready Oregon to help meet construction workforce needs. The plan (HB 4144) turns wage earners into job creators by helping mid-career construction professionals start their own business, and provides incentives to attract and retain new, young talent into the workforce. Resources are available for businesses in rural Oregon who

work on affordable, low-, and middle-income housing. Future Ready Oregon will help provide the needed construction skills, businesses, and workers to build the increasing supply of homes across the housing spectrum throughout Oregon.

I'm not suggesting we put this in the background, but for additional edification (and to prepare for the onslaught of questions and critiques) from a recent convo with Employment Dept.:

There seems to be a developing theme of, "We just don't have any construction workers." There are also comments about the way in which construction employment was "decimated" during the Great Recession (true), but little acknowledgement that construction employment now surpasses the levels from before the recession...to help frame the "construction employment" conversation in ways that can be supported by the data. Do we have construction workers? Yes. Do we have more construction workers than we've ever had before? Yes. Do we have "enough" construction workers, with the right skills and licenses and certifications, in all the geographic areas where they're needed? No. Will a lot of construction workers be retiring in the next few years? Yes.

Thanks,

James

From: KONDAYEN Kate * GOV
Sent: Wednesday, August 29, 2018 8:20 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Great! I will wait for copy from James then make all changes at once.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 7:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Hi – looking good. A few annotated items on the attached.
PDF pages: 3, 16, 22-23

After you make these and throw in James' final paragraph, we should be done. Main thing is to fit everything on 23 total pages so you may need to do some additional cutting. I am sending this version to the Governor for a final look, too.

Great work!

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 6:06 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Hi all,

Updated PDF attached, and updated InDesign file in the drive for Chris. I just made annotated changes, but will do another full review after 7:00 PM too.

James, can you send along the new closing paragraph?

Best,
Kate

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: Housing in layout

Okay – here are what I hope are final edits in the attached annotated version.

A few key points:

1. The Exec summary is too long so I cut it a bit. Would like to cut more, but we need the language in there about rental protections so don't think we can.
2. The third bullet of the plan needs to be "Invest in Permanent Supportive Housing for the Chronically Homeless" – I noted that.
3. We need periods at the end of every one of the italicized descriptions. I noted that.
4. James caught some of the bigger issues I saw.
5. Who is the Harney County partner? Right now it says "PARTNER NAME"

6. James, we need a paragraph at the end of agenda item #4 about apprenticeships in rural Oregon for construction. We talk about it in the italicized summary (which I rewrote).

After this and getting items 5 and 6 from James I think we are good. I would like to have the Governor take one last look at the final, if possible.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:32 PM
To: LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Thanks, James.

Chris, I'll go in and make these changes now. Will let you know when I've re-uploaded the file.

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 2:31 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: RE: Housing in layout

All,

Read layout. Scanned word doc. Looks good. Two corrections needed in the layout version.

1. In layout version, p. 15 it says, (misspelling and duplicative)

"End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs nding veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs"

Needs to say:

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon

2. In layout version, p. 16 it says, (missing words)

Dedicate resources

Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

Needs to say

Dedicate resources to address Oregon's homeless crisis by raising the funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

From: PAIR Chris * GOV

Sent: Wednesday, August 29, 2018 11:09 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

All edits are included in the attached. I've also included a clean word doc to add any copy edits to. If you have layout edits, please mark up the PDF or send a list of edits.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:31 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

Updated numbers in the goal are attached. James, when Chris sends around the updated version in layout, please look closely to make sure I subbed the language in every possible place—I just found

one.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Thanks, Nik!

James also just got info from OHCS that we can actually triple instead of over double the pipeline. I will go into the Word doc now and add into Goal #4 and redistribute for reference.

Language:

“Triple the existing pipeline – up to 25,000 units by 2023”

Rationale:

- Consistent time horizon with statewide housing plan. Language will be identical in both documents.
- We are concerned about the roughly 3,000 units that get us from the 19-21 math to 20,000 by 2021.

Here is the math.

We used what's below which gets us to 17,500 units by the end of 2021, and then we assumed 2021-23 numbers:

4,000 doc fee and LIHTC (some slight changes expected in LIHTC due to federal changes)
4,000 (same level of funding in gov budget for 21-23)
1,200 accelerator

=9,200

9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:18 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: Re: Housing in layout

All – Great job. Please put the attached back into layout so we can get this finalized. Here are the steps:

1. Put into layout (attached)
2. Final review by Governor and the whitepaper team
3. Make the call about checking with any external stakeholders
4. Go live

Still could happen later today I think, but might be tomorrow am.

A few notes on the latest draft:

- I talked with the Governor about her feedback. A few of my edits reflect that.
 - I checked all edits and notes and made any changes I felt appropriate.
 - The title – let's make a final call on this after seeing it in layout.
-
- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:05 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Housing in layout

Not a problem to include Attachment #2

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:35 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKEI Debbie * GOV

<Debbie.KORESKE@oregon.gov>

Subject: RE: Housing in layout

All,

Here you go. I attached "Attachment #2, which is for footnote 17. If a pain to lay out, I'd just remove footnote. Not a pain, please include. I think it works either way.

This thing is looking good. Thanks to all.

Thanks,

James

From: LABAR James * GOV

Sent: Wednesday, August 29, 2018 9:20 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: RE: Housing in layout

Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

From: BLOSSER Nik * GOV

Sent: Wednesday, August 29, 2018 7:47 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>

Subject: Re: Housing in layout

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Tuesday, August 28, 2018 at 10:47 PM

To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV
<Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV
<Debbie.KORESKI@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Housing in layout

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

From: [BLOSSER Nik * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: call to make
Date: Thursday, August 30, 2018 10:21:52 AM

Rosa – The Governor would like you to call Kelly Battley who has experienced problems with the foster care system as a foster parent. Email is kbattley@mrhfmlaw.com

Thanks -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#)
Cc: [KONDAYEN Kate * GOV](#); [LABAR James * GOV](#); [KORESKEI Debbie * GOV](#)
Subject: Re: Housing in layout
Date: Thursday, August 30, 2018 10:26:22 AM

I haven't heard from her at all on it. Will text her now.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 30, 2018, at 10:20 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Chris – do you have a final sign-off from the Governor on this? I sent her and cced you on the near final version last night. At a minimum please text her to confirm – should be fine but I'd like her approval.

Nik Blosser
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503-373-1565

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Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
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Cc: KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
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My two cents: Strategies under a strategy is unclear. I think Plan, Goal, or Roadmap work to provide the four strategies a proper framework.
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Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Thursday, August 30, 2018 at 9:16 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: RE: Housing in layout

All,

My comments are below to help complete the .02 percent left to do (please notice I did not

use the % symbol).

James

From: KONDAYEN Kate * GOV
Sent: Thursday, August 30, 2018 12:00 AM
To: LABAR James * GOV <James.Labar@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

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Best,
Kate

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:31 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: Housing in layout

All,

Paragraph for review:

Governor Brown launched Future Ready Oregon to help meet construction workforce needs. The plan (HB 4144) turns wage earners into job creators by helping mid-career construction professionals start their own business, and provides incentives to attract and retain new, young talent into the workforce. Resources are available for businesses in rural Oregon who work on affordable, low-, and middle-income housing. Future Ready Oregon will help provide the needed construction skills, businesses, and workers to build the increasing supply of homes across the housing spectrum throughout Oregon.

I'm not suggesting we put this in the background, but for additional edification (and to prepare for the onslaught of questions and critiques) from a recent convo with Employment Dept.:

There seems to be a developing theme of, "We just don't have any construction workers." There are also comments about the way in which construction employment was "decimated" during the Great Recession (true), but little acknowledgement that construction employment now surpasses the levels from before the recession...to help frame the "construction employment" conversation in ways that can be supported by the data. Do we have construction workers? Yes. Do we have more construction workers than we've ever had before? Yes. Do we have "enough" construction workers, with the right skills and licenses and certifications, in all the geographic areas where they're needed? No. Will a lot of construction workers be retiring in the next few years? Yes.

Thanks,

James

From: KONDAYEN Kate * GOV
Sent: Wednesday, August 29, 2018 8:20 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Great! I will wait for copy from James then make all changes at once.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 7:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Hi – looking good. A few annotated items on the attached.
PDF pages: 3, 16, 22-23

After you make these and throw in James' final paragraph, we should be done. Main thing is to fit everything on 23 total pages so you may need to do some additional cutting. I am sending this version to the Governor for a final look, too.

Great work!

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 6:06 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Hi all,

Updated PDF attached, and updated InDesign file in the drive for Chris. I just made annotated changes, but will do another full review after 7:00 PM too.

James, can you send along the new closing paragraph?

Best,
Kate

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 2:46 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

Okay – here are what I hope are final edits in the attached annotated version.

A few key points:

1. The Exec summary is too long so I cut it a bit. Would like to cut more, but we need the language in there about rental protections so don't think we can.
2. The third bullet of the plan needs to be "Invest in Permanent Supportive Housing for the Chronically Homeless" – I noted that.
3. We need periods at the end of every one of the italicized descriptions. I noted that.
4. James caught some of the bigger issues I saw.
5. Who is the Harney County partner? Right now it says "PARTNER NAME"
6. James, we need a paragraph at the end of agenda item #4 about apprenticeships in rural Oregon for construction. We talk about it in the italicized summary (which I rewrote).

After this and getting items 5 and 6 from James I think we are good. I would like to have the Governor take one last look at the final, if possible.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 2:32 PM

To: LABAR James * GOV <James.Labar@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

Thanks, James.

Chris, I'll go in and make these changes now. Will let you know when I've re-uploaded the file.

From: LABAR James * GOV <James.Labar@oregon.gov>

Date: Wednesday, August 29, 2018 at 2:31 PM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: RE: Housing in layout

All,

Read layout. Scanned word doc. Looks good. Two corrections needed in the layout version.

1. In layout version, p. 15 it says, (misspelling and duplicative)

"End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon, and ensuring veterans have an array of options to find and retain housing that meets their needs"

Needs to say:

End veteran homelessness in Oregon, and ensure veterans have an array of options to find and retain housing that meets their needs ending veteran homelessness in Oregon

2. In layout version, p. 16 it says, (missing words)

Dedicate resources
Emergency Housing Assistance
(EHA) and State Homeless
Assistance Program (SHAP).
OHCS is working with Oregon's
Housing Stability Council and the
Community Action Partnership of
Oregon to incorporate national
best practices and outcome oriented
approaches to build on
the success of these resources,
and to deliver the most impactful
results for homeless individuals
and families.

Needs to say

Dedicate resources to address Oregon's homeless crisis by raising the funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and

outcome oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

From: PAIR Chris * GOV

Sent: Wednesday, August 29, 2018 11:09 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

All edits are included in the attached. I've also included a clean word doc to add any copy edits to. If you have layout edits, please mark up the PDF or send a list of edits.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:31 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

Updated numbers in the goal are attached. James, when Chris sends around the updated version in layout, please look closely to make sure I subbed the language in every possible place—I just found one.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:20 AM

To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

Thanks, Nik!

James also just got info from OHCS that we can actually triple instead of over double the pipeline. I will go into the Word doc now and add into Goal #4 and redistribute for reference.

Language:

“Triple the existing pipeline – up to 25,000 units by 2023”

Rationale:

- Consistent time horizon with statewide housing plan. Language will

be identical in both documents.

- We are concerned about the roughly 3,000 units that get us from the 19-21 math to 20,000 by 2021.

Here is the math.

We used what's below which gets us to 17,500 units by the end of 2021, and then we assumed 2021-23 numbers:

4,000 doc fee and LIHTC (some slight changes expected in LIHTC due to federal changes)

4,000 (same level of funding in gov budget for 21-23)

1,200 accelerator

=9,200

9,200 + 17,500 gets you to around 26,000 so we can conservatively say 25,000

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Date: Wednesday, August 29, 2018 at 10:18 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

All – Great job. Please put the attached back into layout so we can get this finalized. Here are the steps:

1. Put into layout (attached)
2. Final review by Governor and the whitepaper team
3. Make the call about checking with any external stakeholders
4. Go live

Still could happen later today I think, but might be tomorrow am.

A few notes on the latest draft:

- I talked with the Governor about her feedback. A few of my edits reflect that.
- I checked all edits and notes and made any changes I felt appropriate.
- The title – let's make a final call on this after seeing it in layout.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:05 AM
To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: Re: Housing in layout

Not a problem to include Attachment #2

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Wednesday, August 29, 2018 at 9:35 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>
Subject: RE: Housing in layout

All,

Here you go. I attached "Attachment #2, which is for footnote 17. If a pain to lay out, I'd just remove footnote. Not a pain, please include. I think it works either way.

This thing is looking good. Thanks to all.

Thanks,

James

From: LABAR James * GOV
Sent: Wednesday, August 29, 2018 9:20 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: RE: Housing in layout

Nik,

Reviewing right now. Almost done. I'll send for you to review for version control.

Thanks,

James

From: BLOSSER Nik * GOV

Sent: Wednesday, August 29, 2018 7:47 AM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LABAR James * GOV <James.Labar@oregon.gov>; KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Subject: Re: Housing in layout

I will review about 9:30am after my first two meetings.

Sent from my iPhone

On Aug 28, 2018, at 10:58 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Thanks, Chris! A few more copy edits are in the attached, please work from this version.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Tuesday, August 28, 2018 at 10:47 PM

To: LABAR James * GOV <James.Labar@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Housing in layout

Hi all,

Attached is the housing paper in layout and the tracked changes to Nik's edits from last night. Please review at your earliest convenience. Would be great to push this to OPB by 12p Wednesday.

Kate, I've uploaded the indesign file on drive.

Thanks

Chris

Chris Pair

Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

<Housing Agenda_v3 KK COPY EDIT 8.28 11 PM.docx>

From: [CAPPS Lindsey D * GOV](#)
To: [LESLIE Berri * GOV](#); [GREEN Debbie - CEDO](#)
Cc: [BHATT Pooja * GOV](#); [MOLLER Mary * GOV](#)
Subject: ELD E-Board Letter
Date: Thursday, August 30, 2018 10:26:33 AM
Attachments: [ODEDHSChildCareLimitationv8.docx](#)

Berri and Debbie,

Here is the final draft letter for your review. Please let me know if you have questions.

Debbie, let me know if your question regarding connection of the positions related to infant toddler care to DHS are adequately addressed in the language provided in the agency action section.

Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green

503.373.1283

debbie.green@state.or.us



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

August 30, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD) and the Department of Human Services (DHS) respectfully request increases to their respective agency budget limitations due to additional funding allocated by the U.S. Department of Health and Human Service for the Child Care Development Block Grant (CCDBG).

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Child Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018.

Oregon's share of these new federal funds is \$25,600,808 for FY 2018 and FY 2019. The federal award letter, received first on May 1, 2018 indicates that FY 2018 Federal Funds must be obligated by September 30, 2019 and liquidated by September 30, 2020.

The plan put forth by ELD and DHS proposes to use ~~64~~⁶⁵% of the funding to better support low-income families' (with a particular focus on families with infants and toddlers) access to quality and affordable child care; and ~~26~~²³% of the funds to be used to directly support child care providers by increasing their access to professional learning opportunities and covering provider costs associated with the new federal requirements. The remaining ~~10~~³% of the funds would be used to address child care safety by enhancing the Office of Child Care's ability to have a more consistent presence in child care facilities for monitoring and technical assistance. These activities are in accordance with federal requirements and guidance for use of new funds, and aligned with the guidance received from key stakeholders on the strategic use of these additional dollars for Oregon's child care system.

To inform the development of this plan, ELD and DHS co-convened a workgroup comprised of advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee). Over the summer, a subcommittee of the Governor's

Children's Cabinet also met, focusing on changes to the child care system that could improve access to services for families and providers with these additional resources.

The groups identified priorities related to addressing the shortage of infant and toddler care, assisting providers in covering costs associated with new federal health and safety regulations, expanding access to community-based training and technical assistance for the child care workforce, and ensuring low-income families can access and afford high-quality child care that meets their needs. In addition, they supported recommendations to improve ELD Capacity in order to strengthen the licensing program, including by decreasing licensure caseloads.

To effectively move forward in carrying out the priorities established by the Governor's Children's Cabinet, both ODE and DHS require increases to their respective budgetary limitation for use of these federal resources. The requested limitation is to allow the agencies to begin using these funds for the identified priorities.

- ODE ELD request an increase of \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).
- DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Agency Action

Oregon Department of Education – Early Learning Division

The Oregon Department of Education, through its Early Learning Division, requires an additional \$21,997,901 in Federal Funds limitation and 7.20 FTE to accomplish the following:

For Families - address the crisis in the supply of quality infant toddler care: A recent analysis showed all but one county in Oregon has a sufficient supply (regulated, recorded, and license-exempt) of infant and toddler care. ELD requests \$3,497,434 in Federal Funds limitation and .99 FTE (3 limited duration positions) to expand activities that build the supply of quality child care in targeted communities. These activities, which include professional development and financial supports, follow under the Office of Child Care responsibilities for administering the federal CCDF funds under ORS 329A.010(2)(a) and the federal guidelines for administering the CCDF funds. The Office of Child Care will work in collaboration with DHS to ensure that supply of infant and toddler care supported through these efforts serves families receiving ERDC.

For Providers - enhance direct supports for caregivers to support high-quality care:

Since 2017, the Child Care Resource and Referral System (professional learning and support system for early childhood educators) has lost over 20 Quality Improvement Specialists, who are responsible for delivering training and technical assistance to child care providers. This change coincided with new federal mandates for increased health and safety practices, including requiring providers to participate in additional training. ELD requests \$5,675,610 ~~585,650~~ in Federal Funds limitation and 0.33 FTE (1 limited

Commented [CM-E1]: Dawn – better language for this, a quarter, a third of all QIS??

direction duration position) to make resources available to providers to help subsidize their costs associated with meeting new licensing regulations (e.g., background checks, training, equipment), and increase investments in the Child Care Resource and Referral System.

For Children's Safety in Care – build the capacity of the state's child care licensing program. National standards for licensor caseloads are 1:50; Yet, Oregon's licensor caseloads average 1:138. Additionally, more staff are needed in the legal and compliance unit to implement new child care safety directives. ELD requests \$2, ~~140,381~~ ~~230,341~~ in Federal Funds limitation to increase staffing by ~~5,886.21~~ FTE (~~201~~ limited duration positions) in the Office of Child Care (OCC) resulting in licensing caseloads that are closer to industry standards at 1:108, and additional staff in the legal and compliance unit. This will strengthen and improve the consistency of monitoring and enforcement practices, better support providers to successfully meet licensing requirements, and ultimately ensure the health and safety of children in care.

Oregon Department of Human Services

For Families: With Federal Funds transferred from ODE, DHS is requesting Other Funds limitation of \$10,684,476. As mentioned above, DHS has been working for the past several months with a subcommittee of the Governor's Children's Cabinet and a separate, but overlapping stakeholder group to collaboratively construct recommendations for the use of the additional funds. Recommendations are not yet available from these groups, but DHS anticipates being able to present the options in person during legislative hearings considering this request.

Based on the discussions with the stakeholder groups, DHS action will center the additional funding around DHS Child Care Program enhancements that improve access to child care for parents and providers that do not result in DHS system changes.

Action Requested

Oregon Department of Education

ODE ELD request an increase in \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).

Oregon Department of Human Services

DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Legislation Affected

Oregon Department of Education:	Section 4(1) Chapter 590, Oregon Laws (2017) Section 5(1) Chapter 590, Oregon Laws (2017)
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Oregon Department of Human Services	Section 2(2) Chapter 597, Oregon Laws (2017)
-------------------------------------	--

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
August 30, 2018
Page 4 of 4

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

Sincerely,

Colt Gill
Deputy Superintendent of
Public Instruction

Miriam Calderon
Early Learning System
Director

Fariborz Pakseresht
Department of Human
Services Director

From: [BLOSSER Nik * GOV](#)
To: [PIRTLE-GUINEY Elana * GOV](#)
Cc: [LESLIE Berri * GOV](#)
Subject: misc. items
Date: Thursday, August 30, 2018 10:33:46 AM

Hi, Elana –

I have a list of secondary but important items I wanted to make sure were on your radar. These are:

1. Employment Modernization IT system – I know you talked with Kay about this and felt okay. Can you please respond to my email about this so I have clarity, too? Not super urgent but in the next week would be good before I have my final IT EITGC meeting where we review the prioritized projects.
2. Email from Ted Sickinger re: transition costs. Wanted to make sure you got a request into PERS for info on this.
3. Port of Portland email from Felisa requesting mediation – have you responded to her? We might need to discuss. I have an update for you on this.
4. Ongoing communication with “Smart businesspeople interested in PERS” aka, our PERS task force members and those who attended our PERS briefings.

Also and higher priority:

- PERS/POB issues re: State School Fund CSL
- Future Ready Oregon policy agenda whitepaper

Thanks -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [KONDAYEN Kate * GOV](#)
To: [BERNT Betty - ELD](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Following up on child care
Date: Thursday, August 30, 2018 10:40:20 AM

I'm not sure how specific we should be about CC timing...

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Thursday, August 30, 2018 at 10:33 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: RE: Following up on child care

Is this enough?

1. There are growing concerns from child care providers across Oregon that adding even more rules will impact their business and will make it even more difficult to provide adequate care. How do you plan on addressing those concerns?
 - A complex set of factors affect supply.
 - Governor Brown, as you may know, **has convened** a Children's Cabinet comprised of state agency leaders ~~from ELD, Health, ODE, Housing and Community Supports, and Human Services, as well as~~ **and** key elected officials, **including** the Early Learning Council Chair, Sue Miller. ~~The Cabinet has been coordinating with the Early Learning Council's Strategic Planning process and recommendations will go forward to the Governor on September 4th to inform Governor Brown's early learning priorities.~~
 - The Early Learning Division is listening, and addressing the concerns of child care providers. When we have worked through the Children's Cabinet recommendations with the Governor, we will be able to share more in-depth information.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>
Sent: Thursday, August 30, 2018 10:17 AM
To: Weber, Roberta <Bobbie.Weber@oregonstate.edu>; CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>
Cc: BERNT Betty - ELD <betty.bernt@state.or.us>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: RE: Following up on child care

Yes, I think that is right – maybe adding a little bit of detail but keeping it as concise as possible.

From: Weber, Roberta <Bobbie.Weber@oregonstate.edu>
Sent: Thursday, August 30, 2018 10:10 AM
To: CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>
Cc: BERNT Betty - ELD <betty.bernt@state.or.us>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Re: Following up on child care

A complex set of factors affect supply.

From: CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>
Date: Thursday, August 30, 2018 at 10:04 AM
To: Roberta Weber <bobbie.weber@oregonstate.edu>
Cc: BERNT Betty - ELD <betty.bernt@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Re: Following up on child care

So if Dick asks the question re: how rules impact child care supply - what should Miriam pivot to?

Alyssa Chatterjee
Early Learning Division
Sent from my iPhone

On Aug 30, 2018, at 9:57 AM, Weber, Roberta <Bobbie.Weber@oregonstate.edu> wrote:

That makes sense to me.

Bobbie

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Thursday, August 30, 2018 at 9:54 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, Roberta Weber <bobbie.weber@oregonstate.edu>, BERNT Betty - ELD <betty.bernt@state.or.us>, CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Cc: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: RE: Following up on child care

Good Morning,

I just spoke with Lisa, and we're thinking it may be best for just Miriam to do a brief interview with Dick. The child care shortage issue is too complex for anything brief, and not something being addressed at the Council meeting. I think we will be better prepared to talk about it in a few weeks when the Children's Cabinet has more information to share. Let me know if you have any questions. Thanks.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 30, 2018 12:12 AM
To: Weber, Roberta <Bobbie.Weber@oregonstate.edu>; BERNT Betty - ELD <betty.bernt@state.or.us>; CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Cc: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Re: Following up on child care

Thoughts in the attached.

+Pooja as an FYI

From: "Weber, Roberta" <Bobbie.Weber@oregonstate.edu>
Date: Wednesday, August 29, 2018 at 8:33 PM
To: BERNT Betty - ELD <betty.bernt@state.or.us>, CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: Re: Following up on child care

Thanks so much for sharing the talking points. I am so grateful to those who know how to communicate about complicated and complex child care issues.

My main concern is that ELC/ELD communicate why the rules are being promulgated and not fall into being defensive. ELC/ELD did not create a system that is so unfair to providers. At the same time, ELC/ELD are mandated by our own principles, legislative action, and common sense to protect children while they are in child care. We care about providers but they are not the only or primary audience we serve. Providers are essential resources for families.

ELC/ELD have a responsibility to support their work. At the same time, ELC/ELD cannot fix the child care system by itself. 72% of the money in child care in Oregon comes directly from parents and they cannot pay the true cost of care. We need a multi-sector and public/private strategy to support families and the providers that serve them.

Bobbie

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Wednesday, August 29, 2018 at 7:05 PM
To: CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>, Roberta Weber <bobbie.weber@oregonstate.edu>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: RE: Following up on child care

Good Evening,

Attached is a start to talking points for tomorrow's interview with Dick Hughes. Please let me know of any edits (I know the third question needs some work) or any other thoughts. Thanks.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: BERNT Betty - ELD
Sent: Wednesday, August 29, 2018 2:57 PM
To: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>; MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; 'KONDAYEN Kate * GOV' <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CHATTERJEE Alyssa - ELD <alyssa.chatterjee@ode.state.or.us>
Subject: FW: Following up on child care

FYI...

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>
Sent: Wednesday, August 29, 2018 2:56 PM
To: BERNT Betty - ELD <betty.bernt@state.or.us>
Subject: Re: Following up on child care

Questions include:

1. What do you hope these new child care rules will accomplish?
2. Why is now the time to adopt new rules?
3. There are growing concerns from child care providers across Oregon that

adding even more rules will impact their business and will make it even more difficult to provide adequate care. How do you plan on addressing those concerns?

4. When will the new rules be implemented?

Thanks,
Dick

On Aug 28, 2018, at 4:17 PM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Hi Dick,

I think we can make an interview about child care rules work right after the meeting. As that's a bit of a tight timeline, can you let me know if you have a focus or potential questions? And is there a station you are working with on this story? We'd just like to be as prepared as we can be. Thanks!!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>
Sent: Tuesday, August 28, 2018 11:37 AM
To: BERNT Betty - ELD <betty.bernt@state.or.us>
Subject: Re: Following up on child care

My video camera and I plan to go to the Early Learning Council meeting Thursday. I would appreciate getting an interview with the appropriate people/person, either beforehand or afterward, about the child care rules — and anything else I should ask about.

(An interview often makes for better TV video than meeting conversation. I'm learning all these things now that I'm working with TV stations. It's fun to keep learning.)

Thanks,
Dick

Dick Hughes
Hughesisms LLC — “Telling stories with passion, power and precision”
TheHughesisms@Gmail.com
503.559.3019
Facebook.com/Hughesisms

On Aug 28, 2018, at 10:17 AM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Thanks Dick!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC
<thehughesisms@gmail.com>
Sent: Tuesday, August 28, 2018 10:16 AM
To: BERNT Betty - ELD <betty.bernt@state.or.us>
Subject: Following up on child care

Betty,

In thinking about this, I think it would be best to contact reporter Anyssa Bohanan (abohanan@zolomedia.com) or News Director Curtis Vogel (Cvogel@zolomedia.com) directly.

Thanks for reaching out,

Appreciatively,
Dick

On Aug 22, 2018, at 12:54 PM, BERNT
Betty - ELD <betty.bernt@state.or.us>
wrote:

Hello Dick,

In speaking with ELD Director Miriam Calderon and the Early Learning Council Chair Sue Miller, we wanted to connect with you to provide more information about the enhancements the Office of Child Care (OCC) is making to our licensing program. While the KOHD/KBNZ [story](#) was timely and

informational, we feel there is much more to say about the work we are doing to ensure the safety of young children in Oregon, while encouraging providers and potential providers to maintain active licenses and utilize OCC resources. We hope to provide the public with a better understanding of the Office of Child Care, as well as make them aware of the many resources available to assist both providers and parents in successful child care experiences. We would welcome the opportunity to be part a follow-up story. Do you suggest I contact the station as well? If so, who would be the best contact person?

I would be happy to coordinate an interview or meeting, or provide information via email. Let me know if you are interested and/or available. Thanks!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: [KONDAYEN Kate * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: FW: Check in tomorrow
Date: Thursday, August 30, 2018 10:40:58 AM

From: Christy Sinatra <christy.sinatra@state.or.us>
Date: Thursday, August 30, 2018 at 7:46 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: Check in tomorrow

Hi Kate,

The priorities for me are the following:

- KPTV interview on temporary lodging
- Bridgecreek records release to family member
- Baycrest closure notices (you received our materials from Elisa)
- Child fatality records release
- Position hiring update
- Salem Reporter meet-and-greet, records and interview requests

Thanks,
Christy

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 30, 2018 12:14 AM
To: Sinatra Christy <CHRISTY.SINATRA@dhsosha.state.or.us>
Subject: Check in tomorrow

Hi Christy,

To make the most of our time, can you please send me a bulleted agenda for our call tomorrow? I am hoping we'll be able to keep the check in shorter than scheduled.

Thanks!
Kate

From: [BLOSSER Nik * GOV](#)
To: [PIRTLE-GUINEY Elana * GOV](#)
Cc: [LESLIE Berri * GOV](#)
Subject: Re: misc. items
Date: Thursday, August 30, 2018 10:48:02 AM

Super –

On #4: can your assistant first make sure they have the recipient list made? Might need to get attendees from Jen. I am happy to send a brief email from myself to the list in the next week, and I think it should be an update mentioning a couple things:

1. Link to web site on PERS listing all the things being done to implement SB1566
2. Update on rate setting and timeline for final rates being set

It doesn't need to be long, but I would like to be in contact with them and don't want to make it too complicated.

Will try to catch you on the phone re: the Port.

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: PIRTLE-GUINEY Elana * GOV <Elana.PIRTLE-GUINEY@oregon.gov>
Date: Thursday, August 30, 2018 at 10:44 AM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: Berri Leslie <Berri.Leslie@oregon.gov>
Subject: RE: misc. items

Nik –

I'll work through these all, but just as an update:

1. Will do on modernization
2. I've asked PERS and am waiting to see what they can get us
3. I told Felisa we'd need to talk. When you can take a breath from policy papers let's chat about your update, too.
4. I've dropped the ball on this. Would you like something out ASAP, or in a few weeks as a preview to the policy paper?
5. I'm meeting with Carol from Piper Jaffary this afternoon
6. Will get you all a rewrite of the Future Ready paper following today's conversation tomorrow or over the weekend, also know I need to get you an updated draft PERS paper.

Elana

Elana Pirtle-Guiney
Workforce and Labor Policy Advisor
Office of Governor Kate Brown

From: BLOSSER Nik * GOV
Sent: Thursday, August 30, 2018 10:34 AM
To: PIRTLE-GUINEY Elana * GOV <Elana.PIRTLE-GUINEY@oregon.gov>
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: misc. items

Hi, Elana –

I have a list of secondary but important items I wanted to make sure were on your radar. These are:

1. Employment Modernization IT system – I know you talked with Kay about this and felt okay. Can you please respond to my email about this so I have clarity, too? Not super urgent but in the next week would be good before I have my final IT EITGC meeting where we review the prioritized projects.
2. Email from Ted Sickinger re: transition costs. Wanted to make sure you got a request into PERS for info on this.
3. Port of Portland email from Felisa requesting mediation – have you responded to her? We might need to discuss. I have an update for you on this.
4. Ongoing communication with “Smart businesspeople interested in PERS” aka, our PERS task force members and those who attended our PERS briefings.

Also and higher priority:

- PERS/POB issues re: State School Fund CSL
- Future Ready Oregon policy agenda whitepaper

Thanks -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [CAPPS Lindsey D * GOV](#)
To: [KORESKE Debbie * GOV](#)
Cc: [LESLIE Berri * GOV](#); [BHATT Pooja * GOV](#)
Subject: Preschool Dev Grants
Date: Thursday, August 30, 2018 10:52:50 AM

Debbie,

Here is some quick follow-up on your question, In short, the federal Preschool Development Grants would likely apply to Oregon's Preschool Promise (mixed-delivery) program and alignment to early childhood programs for purposes of improving access and quality for targetted populations. That said, to date, the Administration for Children and Families has only released a funding forecast with broad details. I've included some that information below:

Federal Preschool Development Grants will provide individual states grants, ranging from \$500,000 to \$10 million for the following purposes:

- Coordinate early care and learning programs and services that already exist based on identified needs and must not be used to create new early care and learning programs.
- Assist States in providing struggling children an equal opportunity to a quality educational foundation that will prepare them to grow, learn, and succeed.
- Improve the transitions from the early care and learning setting to elementary school.
- Assist States in the coordination of their existing early care and learning services and funding streams for the purpose of providing equal access to more children birth through age five in a mixed delivery model.

The target application deadline for States is October 15, 2018 with a projected awards date of December 14, 2018.

Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green

503.373.1283

debbie.green@state.or.us

From: [LESLIE Berri * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [GREEN Debbie - CEDO](#)
Cc: [BHATT Pooja * GOV](#); [MOLLER Mary * GOV](#)
Subject: RE: ELD E-Board Letter
Date: Thursday, August 30, 2018 10:53:04 AM

[No edits from me](#)

From: CAPPS Lindsey D * GOV
Sent: Thursday, August 30, 2018 10:27 AM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; GREEN Debbie - CEDO <debbie.green@state.or.us>
Cc: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>; MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Subject: ELD E-Board Letter

Berri and Debbie,

Here is the final draft letter for your review. Please let me know if you have questions.

Debbie, let me know if your question regarding connection of the positions related to infant toddler care to DHS are adequately addressed in the language provided in the agency action section.

Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green
503.373.1283
debbie.green@state.or.us

From: [PAIR Chris * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [BLOSSER Nik * GOV](#)
Subject: Latest housing agenda white paper
Date: Thursday, August 30, 2018 10:57:43 AM
Attachments: [Housing Agenda FINAL.pdf](#)

Attached for your review.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Housing Policy Agenda:

Housing Stability for Children, Veterans,
and the Chronically Homeless and
Increased Housing Supply for Urban
and Rural Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 30, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that focus on areas where the impacts of the housing shortage are the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. One overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time supporting development partners to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases.



Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing for the Chronically Homeless*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by tripling the existing pipeline to 25,000 homes by 2023, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than white Oregonians.³

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



According to the 2017 Point-in-Time Count, 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015.⁴ The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

4. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

5. National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet is a collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which includes populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent supportive housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Urban Oregonians are not the only people facing housing challenges. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that disincentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable.

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.



RECENT ACCOMPLISHMENTS

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include:

ONE: Increased development of affordable homes

Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁷ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously

underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Note: All three numbers include preservation as well as new homes.



THREE: Rural housing projects

In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald: GK Machine and the City of Donald
- Pacific City: Nestucca Ridge Development
- Warm Springs: Jefferson County School District
- Harney County: Community Response Team
- Lincoln County: Proud Ground

FOUR: Supporting first-time homebuyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a statewide housing roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Goal: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's agenda has four strategies that focus on areas where the impacts of the housing shortage have been the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases.



The Governor's Strategies:

ONE: Prioritize Ending Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁸

TWO: House Oregon's Veterans

End veteran homelessness in Oregon by ensuring veterans have an array of options to find and retain housing that meets their needs.

THREE: Invest in Permanent Supportive Housing for the Chronically Homeless

Move people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing.

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies.



ONE: Prioritize Ending Children's Homelessness:

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to

engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.¹⁹

B. Dedicate resources to address the homeless crisis by raising funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and

18. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

19. OHCS estimate based on current LIFT investment experience.



to deliver the most impactful results for homeless individuals and families.

C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²⁰

E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²¹

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

20. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

21. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's Veterans: *Finish the job of ending veteran homelessness in Oregon.*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²²

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a by-

name list of homeless veterans, allowing for real-time data collection and detailed outcome tracking. The by-name lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homelessness prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

22. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.



THREE: Invest in Permanent Supportive Housing for the Chronically Homeless: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care.*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with HB 3063 (2017)



requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Increase Oregon's housing supply in both metropolitan and rural areas by a) expanding the workforce housing initiative, b) improving the path to build and permit innovative building types, and c) promoting training and apprenticeship programs for construction, particularly in rural Oregon.*

In her travels across the state, Governor Brown has heard from that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project, which launched in 2017.

Under the pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing



developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects.

The Accelerator will use \$15 million in resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities statewide.²⁴

The Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low-quality housing stock. The changes would make \$20 million available to developers

by reducing the risk to housing lenders to facilitate development throughout greater Oregon.

In addition, Oregon will enhance the path to permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes, enabling local jurisdictions to adapt to the ever-changing market and support local businesses with a highly skilled workforce.

Governor Brown launched Future Ready Oregon to close the skills gap. HB 4144 (2018) turned wage earners into job creators by helping construction workers who are interested in building affordable, low- and middle-income housing in rural Oregon access resources to support starting their businesses. In 2019 Governor Brown will expand funding for construction-related CTE startup costs and work with the industry to address other workforce barriers. Future Ready Oregon will help provide the workforce we need to increase the supply of homes across the housing spectrum throughout Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.



Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-80% MFI, less than \$59,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Full-time, minimum wage worker, 32% MFI, \$23,000 ○ Customer service representative, 55% MFI, \$40,000 ○ Two full-time min. wage workers, 65% MFI, \$47,000 ○ Carpenter, 70% MFI, \$51,000 • Housing context: <ul style="list-style-type: none"> ○ 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. ○ 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> • More permanent, affordable housing • LIFT • Preservation of affordable housing • Individual Development Account (IDA) • <i>Acquisition of “Naturally Occurring Affordable Housing”</i> • <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 80-120% MFI, between \$59,000 - \$88,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Police Officer, 91% MFI, \$66,000 ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at whatever price the local market is at	<ul style="list-style-type: none"> • <i>Greater Oregon Housing Accelerator</i>

From: [KLEIN Rosa * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: Re: call to make
Date: Thursday, August 30, 2018 10:59:18 AM

Got it, will do.

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, [503-378-8472](tel:503-378-8472)
Rosa.klein@oregon.gov
Pronouns: she/her/hers

On Aug 30, 2018, at 10:21 AM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Rosa – The Governor would like you to call Kelly Battley who has experienced problems with the foster care system as a foster parent. Email is kbattley@mrhfmlaw.com

Thanks -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: FW: Children's Agenda whitepaper
Date: Thursday, August 30, 2018 11:21:37 AM
Attachments: [ChildrensAgenda_v2.docx](#)

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Wednesday, August 29, 2018 at 10:43 PM
To: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Children's Agenda whitepaper

Debbie (cc: Berri and Chris) -

First, this is the hardest one yet because it takes so many parts from others and we have to synthesize the work together. Housing, Healthcare and Education are each over 20 pages, but we can't have a 100-page Children's Agenda so we have to summarize a bit what's in the others. The hardest part of this which is currently still incomplete is the background and accomplishments section of this paper.

Debbie, I will need you to drop everything to focus on getting this done tomorrow so we can all review and Chris can put into layout tomorrow evening. There is a lot of work still to do:

1. We need a clear, one-line vision statement. I proposed one but am open to others.
2. I wrote an executive summary that needs review. I wasn't sure what to do with the more biographical paragraphs about the Governor, so I put them at the very end of the entire document. We cannot have too long an exec summary, so maybe going at the very end is fine.
3. I rearranged the background to flow by subject, and realizing we did not have an accomplishments section I think weaving in accomplishments in the background section is critical. I noted where the big chunks of text are needed for background and accomplishments for you to do.
4. I took the goals Berri had and tried to use the language we already drafted for the education, housing and healthcare papers. I don't yet have the Future Ready or Foster Care papers so need your help finalizing those sections in particular.
5. A few more minor things:
 - a. Because we are using content from so many policy advisors, we'll have to decide how many to list on the cover.
 - b. I followed our whitepaper template in drafting the "Governor's Strategies" section

We also need a cheat sheet for some of the new items in this (parenting classes, universal home visiting, all the childcare stuff and some of the preschool stuff).

Thanks – Nik

PS I will be on the road and would like to ideally have a call in the am for at least Debbie, Berri and I to discuss. I will schedule.

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

10:32pm 8/29/18 NB

Governor Kate Brown
Policy Agenda

Addressing Root Causes: A 5-Year Plan for Oregon's Vulnerable Kids

Kate Brown, Governor
Berri Leslie, Deputy Chief of Staff and Coordinator, Governor's Children's Cabinet
Tina Edlund, Healthcare Policy Advisor
James LaBar, Housing Policy Advisor
Jeffrey Rhoades, Opioid Epidemic Policy Advisor
Pooja Bhatt, Education Policy Advisor
Elana Pirtle-Guiney, Workforce Policy Advisor
Rosa Klein, Human Services Policy Advisor

Vision

Create a resilient system for lifting Oregon's vulnerable kids and families out of poverty

Executive Summary

Children need nurturing adults in a safe, stable environment to grow up to be successful adults themselves. Strong communities provide the supports both kids and their families need to be successful: good schools, stable and affordable housing, quality childcare and accessible healthcare. The foster care system is an important safety net for vulnerable kids, but our goal at the state should be eliminating the root causes of poverty, addiction and housing instability that pull families apart and drive kids into foster care.

To accomplish this, we must focus on reducing poverty and supporting family stability. And the core of the strategy is using a two-generation, or "two-gen" approach that supports both vulnerable kids and their families. We must create a more resilient system that recognizes the precarious nature of kids and families in poverty: they are often one accident, health issue, job loss or large rent increase away from having a major disruption to their lives. And the system must recognize the disproportionate representation of communities of color living in poverty.

Moving people up to the middle class from poverty and providing hope to Oregon families is why Governor Brown convened her Children's Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

The Governor's Children Cabinet strategy builds on existing programs to both: a) address root causes of family instability, and b) create a more resilient safety net that helps kids and families who face increased challenges.

The core components of this resilient system are:

1. Prioritize ending children's homelessness by providing greater housing stability for vulnerable children and their families
2. Healthcare coverage for 100% of children
3. Integrated addiction, treatment and behavioral health programs for kids and their families
4. Increase quality, affordable child care so low-income, working parents can stay at work knowing their children are safe at care.
5. Preschool for kids in poverty so they get to kindergarten ready to learn, and lower class sizes for K-3 and longer school years for all
6. Help parents get a better job to support their families through training and apprenticeship programs for the jobs of the future
7. A more effective foster care system that XXXX

Commented [NB1]: Need details based on the policy agenda.

Background and recent accomplishments

In the United States today, poverty is inextricably linked with geography and race. Those three factors are fortune tellers of a child's future. Despite the hard work, best intentions and costly interventions of many people to help children and families, we have failed to change the trajectory for many of these children, resulting in an overburdened foster care system, increased health care costs, higher crime, and homelessness.

Families with children under five are twice as likely to experience poverty: families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.¹ These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon's African American population lives in poverty, compared with 11 percent of non-Hispanic white Oregonians. Geographically across Oregon, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.²

We already know that education, stable housing, jobs, living wages, food security, access to health care and affordable and safe child care are the building blocks for families to thrive. Research shows that quality early education creates benefits that last a lifetime. Many of these programs have two-generations of benefits, allowing the parent to build their career while offering the child the services they need to be successful. Investments made now will pay off in reduced social service and public safety costs along with increased productivity and a healthier workforce in the future.

¹ The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

² The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

Housing

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened" and results in families having difficulty affording necessities such as food, clothing, transportation and medical care.³ Thirty-one percent of all renter household families in Oregon with children under five are spending more than half of their incomes on rent. For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that these families have little or no cushion for basic necessities, and as a result are just one minor financial emergency away from losing their homes.

The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members. In some counties more than 10 percent of students are experiencing a form of homelessness.⁴ It is clear that children living in higher-quality housing have higher kindergarten readiness scores⁵.

ADD PARAGRAPH ON RECENT HOUSING ACCOMPLISHMENTS

Healthcare

Thanks to the leadership of many, Oregon effectively has healthcare coverage for 100% of children in the state, with poor children covered by the Affordable Care Act's Medicaid expansion and the Children's Health Insurance Program (CHIP). Interestingly but not surprising, Medicaid coverage is a very effective antipoverty program. In a 2017 study of various social programs' impact on poverty, Medicaid accounted for a 3.8 percentage point reduction in the poverty rate overall, and an even great reduction for people of color. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits.⁶ The study showed that Medicaid coverage reduced poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.⁷

³ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

⁴ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations.

⁵ Coulton, C., Richter, F., Kim, S., Fischer, R., Cho, Y. (2016). Temporal effects of distressed housing on early childhood risk factors and kindergarten readiness. *Children and Youth Services Review*, 68, 59-72.

⁶ Georgetown 2018

⁷ 10.1377/hlthaff.2017.0331 *Health Affairs*, 36, No. 10 (2017): 1828–1837 ©2017 Project HOPE— The People-to-People Health Foundation, Inc. (Accessed 8/17/18).

Oregon's experience with the development and implementation of coordinated care organizations who deliver Medicaid services demonstrates that it is possible to provide good health care access and improve population health, while also slowing the growth of health care spending. This innovative approach of state and federal governments setting clear and measurable outcome metrics while also allowing greater flexibility in funding streams allowed local communities to better coordinate services and achieve the "triple aim" of Oregon's nationally recognized health care model. In the future, the Children's Cabinet will explore applying this approach to the social and educational services for children and their families.

Addiction, treatment and behavioral health

ADD BACKGROUND INFO FOR THIS SECTION

As a result, in 2017 the Governor created the Opioid Epidemic Task Force as part of a statewide effort to combat opioid abuse and dependency. The Task Force consists of medical experts, drug treatment specialists, and government officials. Their mission is to identify and implement efforts to address the growing opioid misuse and abuse across the state. Among other things, the Task Force has prioritized reducing the number of narcotic pills in circulation, improving access to high quality treatment, facilitating data sharing and the promotion of cutting edge education efforts.

In January 2018 the Governor issued Executive Order 18-01, which declared substance abuse and addiction to be a public health crisis in Oregon and calling for the Alcohol and Drug Policy Commission (ADPC) to create a state plan around addiction, prevention, treatment, and recovery. Shortly thereafter she signed into law a related bill (HB 4137) requiring that the ADPC provide the legislature with recommendations for a strategic plan for addiction prevention and recovery.

Childcare, preschool and schools

It is well-documented that benefits of universal high-quality prekindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

⁸ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

⁹ Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

Families in poverty have much less access to quality preschool or child care. Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.¹² Oregon has several preschool programs that seek to get kids in poverty off to a strong start: Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education. However, currently these programs reach less than 30 percent of eligible children.

Commented [NB2]: Need actual citation for footnote or delete.

ADD ACCOMPLISHMENTS FOR THIS SECTION HERE

Child welfare

Additionally, children from families experiencing poverty are more likely to be neglected and abused. Data from the Study of Child Abuse and Neglect¹³ shows that poverty is a reliable predictor of maltreatment, especially neglect. That study found that children from families with low incomes were more than three times as likely to be abused and about seven times as likely to be neglected. In Oregon, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. Parental substance use disorders are involved with nearly three quarters of all foster care placements.¹⁴

ADD CHILD WELFARE ACCOMPLISHMENTS HERE

The most expensive tools

There is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 and 50 percent of the prison population grew up in families in the bottom quintile of income distribution.¹⁵ And in 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households.¹⁶ Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon's total population.¹⁷

¹⁰ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

¹¹ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.

¹² None provided

¹³ <https://www.childwelfare.gov/topics/systemwide/statistics/nis/>

¹⁴ Estimate is derived from a 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul

¹⁵ Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

¹⁶ Looney, 2018

¹⁷ Oregon Youth Authority Quick Facts. January 2018

This is not only immoral, it is hugely expensive.... **NEED MORE BACKGROUND INFO HERE**

NEED LIST OF JUVENILE JUSTICE ACCOMPLISHMENTS HERE

The Governor's Strategies

ONE: Prioritize ending children's homelessness

TWO: Ensure Oregonians' access to health insurance coverage and increase overall health outcomes for children

THREE: Increase access to evidence-based mental health and addiction prevention, treatment and recovery services

FOUR: Increase quality, affordable child care

FIVE: Expand high-quality preschool for low-income children kids, lower class sizes for grades K-3 and longer school years for all

SIX: Help parents get a better job to support their families

SEVEN: A more effective foster care system that XXX

Commented [NB3]: Needs editing based on content.

Strategy Overview

Moving people up to the middle class from poverty and providing hope to Oregon families is why Governor Brown convened her Children's Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to create opportunities so all kids can thrive we need to make deeper investments in early care and education, health supports, and housing for families.

ONE: Prioritize ending children's homelessness

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.

Commented [NB4]: Note this is verbatim from the Housing policy agenda paper.

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads.

There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children’s enrichment, early learning, and other proven activities to help children succeed.

- A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.
- B. Dedicate resources to address the homeless crisis by raising funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon’s Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness.
Governor Brown’s Children’s Cabinet, in conjunction with OHCS and the Department of Human Services’ Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of exible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the “Acquisition of Naturally Occurring Affordable Housing Investment” fund.
- F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and nd pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.
- G. Build on successful strategies to increase low-income renters’ access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters’ access to legal resources by providing up to \$20 million in investments.

TWO: Ensure Oregonians’ access to health insurance coverage and increase overall health outcomes for children

We must continue to maintain health care coverage in Oregon, while at the same time sustaining the transformation of our overall system to further increase health outcomes at reasonable cost.

- Continue providing quality, affordable health care to 100 percent of Oregon children under 300 percent of the poverty line through Medicaid and the Children’s Health Insurance Program (CHIP).

- Provide universal home visiting to provide support to new parents and put them and their child on an early path to success.
- Provide culturally competent parenting support to families by enhancing existing philanthropic and community-based partnerships.
- Increase access to nutritional food sources and improve food security.
- Work with CCO's to provide supplemental health screening for children and to provide child care and transportation supports during transition to healthy families.

Commented [NB5]: I left this in but am not sure what specifically we would do. Would be better to add another line of specificity here on how we intend to do this.

Commented [NB6]: I don't understand what this means.

THREE: Increase access to evidence-based mental health and addiction prevention, treatment and recovery services

Increase access to evidence-based addiction and recovery support services for families with young children, including a two-generation approach to treatment that focuses on the adult and child needs in a family simultaneously.

- Include clear contracting standards for accountability and transparency in the delivery of behavioral health services provided through CCOs as part of new negotiated contracts.
- Complete the behavioral health workforce needs assessment called for in Oregon's Behavioral Health Collaborative by February 2019, including licensed, unlicensed, certified, uncertified, and registered workforce.
- Expand in-home intensive behavioral health services for children and youth with specialized needs.
- Assess barriers to effective use of peer-delivered services and establish clear standards for effective and appropriate use of peer delivered services as part of CCO re-contracting.
- Provide increased access to non-opioid alternative pain treatments.
- Reduce risk factors for suicide for Oregon youth and adults by implementing an Oregon Youth Suicide and Prevention Plan and an Adult State Suicide Prevention and Post-Prevention Plan.

FOUR: Increase quality, affordable child care

Expand access to quality childcare for low-income, working families so they can continue to work knowing their children are safe in care.

- Expand access to high-quality infant and toddler child care for working parents across Oregon that meet their cultural, linguistic, and scheduling needs
- Increase child care subsidies for low-income working families.
- Increase funding to Early Intervention/Early Childhood Special Education programs which support children with developmental delays and disabilities.
- Support business, education development, and incentives among Oregon's child care provider community to increase the stability and growth of child care access.

Commented [NB7]: This is not focused on low-income – I would cut.

FIVE: Expand high-quality preschool for low-income children kids, lower class sizes for grades K-3 and longer school years for all

Ensure kids in poverty get the early support they need to enter Kindergarten ready to learn.

- Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025; Provide support to and monitoring of preschool programs receiving State funds to ensure that quality and equity objectives are met.
- Improve class sizes in grades K-3 by reducing averages to 20 students in kindergarten and 23 in grades one to three, consistent with the Quality Education Model.
- Require a 180-day school year to ensure all Oregon children receive sufficient instructional time.
- Support the preschool workforce by improving its cultural and linguistic diversity and continuing to improve compensation through the creation of degree pathways from the AA to BA level that include financial support, as well as supports needed to work full-time and complete a degree. In addition, we must support on-going high-quality professional learning for preschool educators.

SIX: Help parents get a better job to support their families

Through the Governor's Future Ready Oregon initiative, increase training and apprenticeship programs for the jobs of the future that help adults get a better job

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

SEVEN: A more effective foster care system that XXX

NEED FOSTER CARE COPY HERE

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

This is Governor Brown's five-year plan for helping every family reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

From: [LESLIE Berri * GOV](#)
To: [CAPPS Lindsey D * GOV](#); [KORESKE Debbie * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: RE: Preschool Dev Grants
Date: Thursday, August 30, 2018 11:25:12 AM

Lindsey – is it fair to say that the work we’ve been doing with cabinet will help make us more competitive for this grant?

From: CAPPS Lindsey D * GOV
Sent: Thursday, August 30, 2018 10:53 AM
To: KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Cc: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Preschool Dev Grants

Debbie,

Here is some quick follow-up on your question, In short, the federal Preschool Development Grants would likely apply to Oregon's Preschool Promise (mixed-delivery) program and alignment to early childhood programs for purposes of improving access and quality for targetted populations. That said, to date, the Administration for Children and Families has only released a funding forecast with broad details. I've included some that information below:

Federal Preschool Development Grants will provide individual states grants, ranging from \$500,000 to \$10 million for the following purposes:

- Coordinate early care and learning programs and services that already exist based on identified needs and must not be used to create new early care and learning programs.
- Assist States in providing struggling children an equal opportunity to a quality educational foundation that will prepare them to grow, learn, and succeed.
- Improve the transitions from the early care and learning setting to elementary school.
- Assist States in the coordination of their existing early care and learning services and funding streams for the purpose of providing equal access to more children birth through age five in a mixed delivery model.

The target application deadline for States is October 15, 2018 with a projected awards date of December 14, 2018.

Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

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To: [LESLIE Berri * GOV](#); [KORESKEI Debbie * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: RE: Preschool Dev Grants
Date: Thursday, August 30, 2018 11:49:12 AM

Yes, I believe it will. I've been highlighting the Governor's leadership in convening the Children's Cabinet and the scope of the work with the Administration for Children and Families folks here, and they are very encouraged by the effort. They are generally looking for the kind of alignment between agencies and programs to build holistic supports and better integrate child and family serving systems.

From: LESLIE Berri * GOV
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Cc: BHATT Pooja * GOV
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Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: [KLEIN Rosa * GOV](#)
To: [KLEIN Rosa * GOV](#)
Subject: Foster care whitepaper latest draft + background docs from ELana and Berri
Date: Thursday, August 30, 2018 12:00:53 PM
Attachments: [8.8.18 FutureReadyGeneralComments DDK.docx](#)
[Higher Ed.Plan Bullets July2018.docx](#)
[8.28.2018 - 5 year plan for Oregons Vulnerable Families V182610pm.docx](#)
[Policy Agenda Whitepaper FosterCare 8-30-18.docx](#)

Rosa Klein
Human Services Policy Advisor
Office of Governor Kate Brown
Assistant: Katherine Bartlett, 503-378-8472
rosa.klein@oregon.gov
Pronouns: She/Her/Hers

Elana:

Here are my thoughts about Future Ready – there are so many components - I don't want to lose any of them – but I am open to how we repackage them.

1. Family Wage Jobs for Parents – these are adults with children who are currently in the workforce (or looking) who don't have the skills they need to get a family wage job. They need retraining. This fits into the Children's Cabinet/Vulnerable Kids work that Berri is doing. Annie E Casey measures the number of kids who live in a household where there no employed adult.
2. Retraining for Displaced Workers/Lifelong Learning – Rural Economy? JLB
3. Housing/Contractor Jobs in Rural Oregon – Rural Economy? JLB
4. Closing Skills Gap/Making Sure Employers have the workers they need – Economic Development – JLB
5. Graduate with Plan for Future/Middle 40/There are good jobs without four year degrees – Education?

Commented [PE*G1]: It's not called out this specifically, but this is addressed through the programs laid out in the batch 2 FRO paper

Commented [PE*G2]: Also in second FRO paper

Commented [PE*G3]: Also in second FRO paper BUT additionally I have a brand new proposal on this that comes with its own built in funding 😊

Anyway- as I mentioned I really don't have a good idea about how to structure/think about this. I leave it to you. Also, as long as the goals are SMART – I think you should feel free to massage them.

Plan Bullets

Formatting:

- Use active verbs
- Have a 1-3 word title for each bullet, followed by the description
- Put deadlines and/or percentages or dollar amounts to provide specificity

Higher Ed:

INCREASE AFFORDABILITY

- Significantly increase the Oregon Opportunity Grant.
- Sustain the Oregon Promise for all recent high school graduates and promote seamless transfer options to four-year universities.
- Mitigate tuition increases by ensuring that state budgets for public institutions keep up with inflationary pressures.

BETTER CONNECT OREGONIANS WITH THEIR FULL RANGE OF POST-SECONDARY OPTIONS

- Significantly enhance outreach to prospective students/learners about their options for post-secondary education, including but not limited to a college degree.

BETTER ALIGN POST-SECONDARY EDUCATION WITH CAREER

- Significantly expand next-generation apprenticeships (and other work-and-learn options).
- Support flexible, just-in-time training options for workers and their employers (whether delivered through a traditional institution of higher education or not).
- Enhance CTE at our community colleges and support additional training pathways that do not necessarily result in a certificate or degree.
- Better define, measure, support, and embed “soft/essential skills” within educational and training programs.

SUPPORT INSTITUTIONS TO BECOME MORE STUDENT-FOCUSED AND NIMBLE

- Support innovations in areas such as the following:
 - Open Educational Resources (OERs)
 - Online education
 - Flexible scheduling
 - Credit for Prior Learning and Competency-Based Education
 - Credentialing
 - Teacher quality

ALIGN STATE POLICY AND BUDGETS WITH STATE GOALS FOR HIGHER EDUCATION

- Adopt a 10-year, strategic view for setting capital and operational funding priorities, taking into account workforce needs, demographic and educational trends, existing infrastructure, etc.
- Increasingly focus state funding on student outcomes, not just enrollment.
- Ensure that the State maintains the appropriate tools and authorities to effectively steer, monitor, and lead Oregon higher education in support of greater levels of student success and equity.

Addressing Root Causes: A 5-Year Plan for Oregon's Vulnerable Kids
Last Updated: 9:10pm on 8/28

Vision and goal

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

Breaking the cycle of poverty is our greatest hope to accomplishing that goal, and we will do it by focusing on the root causes of poverty. Education, affordable housing, quality child care and health supports like parenting education, family and home support, and behavioral health treatment are the foundations for stable and attached families. By providing our young families with these building blocks, we can keep them from falling into the cycle of poverty or lend them a hand as they work hard to climb out.

This is Governor Brown's five-year plan for helping families reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

Background

In the United States today, poverty is inextricably linked with geography and race. Those three factors are fortune tellers of a child's future. Despite the hard work and best intentions of many people to help children and families and many costly interventions, we have failed to change the trajectory of these children and families, resulting in a failed foster care system, increased health care costs, higher crime, and homelessness.

Families across the United States who pay more than 30 percent of their income for housing are considered cost burdened and may have difficulty affording necessities such as food, clothing, transportation and medical care. An estimated 12 million renter and homeowner households now pay more than 50 percent of their annual incomes for housing. A family with one full-time worker earning the minimum wage cannot afford the local fair-market rent for a two-bedroom apartment anywhere in the United States.

In addition, there is a strong correlation between income and race and the likelihood of incarceration, both nationally and in Oregon. In almost all states, between 40 percent and 50 percent of the prison population grew up in families in the bottom quintile of income

distribution.¹ And in 2012, 46 percent of all men in custody were boys who grew up in a single parent household in the bottom 30 percent of wage-earning households. (Looney, 2018). Here in Oregon, of the 1,330 youth in custody, 41 percent identified as African American, Hispanic, or Native American – despite only representing about 16 percent of Oregon’s total population.²

Additionally, children from families experiencing poverty are more likely to be neglected and abused. Data from the Study of Child Abuse and Neglect (<https://www.childwelfare.gov/topics/systemwide/statistics/nis/>) shows that poverty is a reliable predictor of maltreatment-especially neglect. That study found that children from families with low incomes were more than three times as likely to be abused and about seven times as likely to be neglected. In Oregon, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. Parental substance use disorders are involved with nearly three quarters of all foster care placements. (Estimate is derived from a 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul). For complete details about Governor Brown’s plan for foster care, go to: <http://www.....>

Despite an improving economy, more and more Oregon children are experiencing poverty and homelessness. In 2017, Oregon had the second-highest rate of unsheltered homelessness among people in households with children in the U.S.³ The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members, sometimes in dangerous and unhealthy conditions. In some counties, more than 10 percent of students are experiencing a form of homelessness.⁴ Families with children under five are twice as likely to experience poverty – families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.⁵

These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon’s African American population lives in poverty, compared with 11 percent

¹ Adam Looney and Nicholas Turner, *Work and Opportunity Before and After Incarceration* (Brookings Institute March 2018), 11-15.

² Oregon Youth Authority Quick Facts. January 2018

³ Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.

³ U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

⁴ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S Department of Housing and Urban Development to define homelessness in the Point in Time Count as well as to determine eligibility for resources

⁵ The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

of non-Hispanic white Oregonians, according to the Oregon Business Council's Poverty Report. While 62 percent of all Oregonians are homeowners, just 30.5 percent of African-Americans and 42 percent of Hispanics and Native Americans own their homes.⁶

Across counties, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.⁷ Parts of rural Oregon also experience housing costs that can be 30 percent higher than other parts of Oregon.

The high incidences of poverty, homelessness, and rising housing costs mean many of these families cannot access preschool or child care, in order to get their children off to a strong start, Oregon's state preschool programs (Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education) reach less than 30 percent of eligible children and families. And according to the 2017 Childcare Aware report, Oregon has the fourth least-affordable child care in the country. Consider these barriers to early care and education:

- Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.⁸
- Children from families with the lowest incomes have the most limited child care choices and are least likely to be able to access high-quality care.
- For a family making a median income and with just one infant in care, child care, housing and food costs are nearly 70 percent of the monthly household budget.
- Thirty-one percent of *all* renter household families with children under five are spending more than half of their incomes on rent – considered severely housing cost-burdened.
- For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that families have little or no cushion for basic necessities. As a result, families are just one minor financial emergency away from losing their homes.

Best practices

We already know that education, stable housing, jobs, livingwages, food security, access to health care and affordable and safe child care are the building blocks for families to thrive. Evidence and data show us that when families have better access to these supports they are more likely to build opportunities for themselves and their children.

Early care and education: Children who participate in high-quality child care programs during their early years demonstrate lasting effects on IQ, boosted academic and economic achievement, and lower incidences of childhood obesity and chronic illness. (Childwatch) For example:

- Children living in higher-quality housing have higher kindergarten readiness scores⁹.
- Young children who do not experience homelessness have a significantly lower risk of negative health outcomes and developmental delays.

⁶ U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

⁷ The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

⁸ None provided

⁹ None provided

- Research attributes up to 50 percent of the school readiness gap to differences in parenting¹⁰.
- Parenting style accounts for 19 percent of the gap in mathematics, 21 percent of the gap in literacy, and 33 percent of the gap in language.
- Investment in high-quality early childhood education from birth to age five is estimated to have a 13 percent return on investment with the greatest gains seen from programs that begin early at or before birth.

Access to health care: Medicaid is among the most effective antipoverty programs. Medicaid reduced the national poverty measure by 3.8 percentage points. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits. (Georgetown 2018). Medicaid is particularly important for people of color. It reduced the poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.

A multi-disciplinary approach

Rebuilding the middle class and providing hope to Oregon families is why Governor Brown convened her Children’s Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet has also worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

This coordinated and collaborative approach was one of the two consensus conclusions of the Poverty Workgroup convened by the Chief Education Office (CEdO) in 2015: “Cross-sector anti-poverty approaches that include different agencies like Department of Human Services (DHS), Oregon Housing and Community Services (OHCS), and Oregon Health Authority (OHA) and regional initiatives like Coordinated Care Organizations, Early Learning Hubs, and Regional Achievement Collaboratives will be most effective at raising educational attainment and eliminating barriers for students from families in poverty.” Furthermore, regional and local community leaders can engage in ongoing professional learning opportunities that help set the foundation for sharing, aligning, and improving the collective efficacy in serving children and families in poverty and helping them navigate the often overlapping health, social service, and education systems.¹¹

Further, Oregon’s experience with the development and implementation of Coordinated Care Organizations (CCOs) demonstrates that it is possible to provide adequate health care access, improve population health, while also slowing the growth of health care spending. This innovative approach of state and federal governments setting clear and measurable outcome

¹⁰ Finders, J. K., Díaz, G., Geldhof, G. J., Sektnan, M., & Rennekamp, D. (2016). The impact of parenting education on parent and child behaviors: Moderators by income and ethnicity. *Children and youth services review*, 71, 199-209

¹¹ Oregon Chief Education Office (2017). Practices to Improve the Achievement of Students in Poverty. House Bill 4057 (2016) Legislative Report

metrics while also allowing greater flexibility in funding streams allowed local communities to better coordinate services and achieve the “triple aim” of Oregon’s nationally recognized health care model. In the future, the Children’s Cabinet will explore applying this approach to the social and educational services for children and their families.

Plan

We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to rebuild the middle class and create opportunities that build on themselves we need to make deeper investments in early care and education, health supports, and housing for families.

I. INVEST IN HEALTHY FAMILIES:

- Continue providing quality, affordable health care to all Oregon children under 300 percent of the poverty line through Medicaid and the Children’s Health Insurance Program (CHIP).
- Increase access to evidence-based addiction and recovery support services for families with young children, including a two generation approach to treatment.
- Implement the Healthy Connects universal home visiting program over the next three biennia to provide support to new parents and put them on a path to success early.
- Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships.
- Increase access to behavioral health services for children and families, particularly in rural Oregon.
- Expand the continuum of behavioral health services to include early intervention and prevention.
- Increase access to nutritional food sources and improve food security.
- Provide supplemental health screening for children.
- Provide child care and transportation supports during transition to healthy families.

II. INCREASE QUALITY, AFFORDABLE CHILD CARE:

- Implement a “baby promise” program to create access to infant and toddler child care for parents who are working across Oregon and with varying schedules.
- Increase child care subsidies for low-income families so they can continue to work knowing their children are safe in care.
- Increase funding to support children with disabilities who need increased access to child care and supports that meet their special needs.
- Support business, education development, and incentives among Oregon’s child care provider community to increase the stability and growth of child care access.

III. EXPAND QUALITY PRESCHOOL TO ALL VULNERABLE KIDS:

- Expand access to preschool programs across the state, especially to children living in low-income households, dual language learners, and children of color.
- Ensure that preschool programming is of sufficient quality to advance children’s learning and development.

- Student loan repayment program for childcare workers (similar to rural medical repayment or the AmeriCorps education award – could be designated for rural communities, communities of color, or high-poverty communities)
- Support the existing preschool workforce, maintain and improve upon its cultural and linguistic diversity, and continue to improve compensation through the creation of degree pathways from the AA to BA level that include financial support, as well as supports needed to work full-time and complete a degree. In addition, we must ensure that instructional leaders within programs understand early childhood best practices and support teachers in implementation within the classroom.

IV. END CHILDREN’S HOMELESSNESS

- A. Develop 2,200 - 2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to **\$160 million** of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.¹²
- B. Dedicate General Fund to address Oregon’s homeless crisis by raising the funding amounts to **\$50 million** for Emergency Housing Assistance (EHA; \$27.8 million) and State Homeless Assistance Program (SHAP; \$12.2 million). OHCS is working with Oregon’s Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome oriented approaches to build on the success of these resources and to deliver the most impactful results for homeless individuals and families.
- C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown’s Children’s Cabinet, in conjunction with OHCS and the Department of Human Services’s Family Self Sufficiency agency, is encouraging interagency partnerships and coordination to support a **\$20 million** investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.
- D. Preserve 400 units of existing, publicly-supported affordable housing by using **\$25 million** of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.¹³
- E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using **\$25 million** of bonding capacity to create the “Acquisition of Naturally Occurring Affordable Housing Investment” fund.¹⁴

¹² OHCS estimate based on current LIFT investment experience.

¹³ OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

¹⁴ OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.

- F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to **\$15 million** annually.
- G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to **\$20 million** in investments.

V. HELP PARENTS GET A BETTER JOB TO SUPPORT THEIR FAMILIES

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

Implementation

On Sept. 4, the Governor's Children's Cabinet will be making their final recommendations about how to close the gaps in child care, housing, early learning and health care. These proposals will include evidence-based solutions, the cost to implement the solutions, metrics to evaluate effectiveness and an implementation timeline.

Author

Name: Berri Leslie

Title: Deputy Chief of Staff

Email: berri.leslie@oregon.gov

Phone: 503-881-2427

Other contributors: Kate Kondayen, Shalee Hodgson, Pooja Bhatt

Reforming Oregon's Foster Care System

Vision and goal

Oregon's children are all of our children. Every child in Oregon deserves to be safe. Every child deserves to live in a nurturing environment that enables them to thrive. Every child needs and deserves trusted, caring adults in their life.

Governor Brown's work as an attorney for children involved in Child Welfare has strongly informed her commitment to focus on preventing the need for Foster Care. She has seen first-hand how substance abuse and addiction, housing instability, and domestic violence devastate families and impact children. The Governor is focused on supporting our families to stay together by addressing root causes- building more affordable homes, removing barriers to a good education and job training, and increasing access to high-quality health care and behavioral health treatment.

Children from families experiencing poverty are more likely to be neglected and abused, and in fact, Data from the Fourth National Incidence Study of Child Abuse and Neglect (<https://www.childwelfare.gov/topics/systemwide/statistics/nis/>) show that poverty is a reliable predictor of maltreatment- especially neglect. That study found that children from families with low incomes were more than 3 times as likely to be abused and about 7 times as likely to be neglected.

The Governor's vision for Oregon is that all children, regardless of their family origins are able to succeed. She has directed the Department of Human Services Child Welfare Division to track data and improve equity related the current disproportionate rate at which some families of color are separated. For federal fiscal year 2017, the percent of Native American children being placed in to foster care is 2.79 times higher than the percent of Native American children in Oregon's Child population. For African American Families, the rate of foster care entry is 1.24 times higher. (<https://www.oregon.gov/DHS/CHILDREN/CHILD-ABUSE/Documents/2017-Child->

[Welfare-Data-Book.pdf](#))

Disproportionality Index and Representation by Race for Children Entering Foster Care in FFY 2017 Compared to Oregon's Child Population

Race	# of Oregon's Children*	% of Oregon's Children	# of Children Entering Foster Care	% of Children Entering Foster Care	DI** 1=Proportionate
Black or African American	31,112	3.6%	181	4.5%	1.24
Asian/Pac Islander	47,324	5.4%	46	1.1%	0.21
White	586,394	67.5%	2,758	67.8%	1.01
Hispanic (any race)	190,057	21.9%	666	16.4%	0.75
American Indian or Alaska Native	13,840	1.6%	181	4.5%	2.79
Unable to Determine	n/a	n/a	233	5.7%	n/a
Statewide Total	868,727	100.0%	4,065	100.0%	

*Population data is always a year behind. Population data is from Puzanchera, C., Sladky, A. and Kang, W. (2017). "Easy Access to Juvenile Populations: 1990-2016." Online. Available: <http://www.ojjdp.gov/ojstatbb/ezapop/>.

**Disproportionality Index (DI) is calculated by taking the percent by race for children entering foster care and dividing it by the percent by race in Oregon's child population. Values less than 1 mean underrepresentation. Disproportionality statement example if DI is 1.24 for Black or African American Children: The percent of black children that exited foster care during FFY 2017 is 1.24 times higher than the percent of black children in Oregon's child population.

Oregon's foster care system must be right-sized, so that as often as possible families can stay together without compromising safety. A prevention-oriented, data-driven and more efficient child welfare program will result in fewer children entering into foster care, staying no longer than necessary and successfully transitioning to permanency.

In cases where a child does need to be removed from their family's home, we must have nurturing foster families at the ready to provide a home where a child can heal from trauma in an environment that is healthy and supportive of their development. Children who enter the foster care system need to have their high-level needs met according to consistent assessments and supports to address their specific personal trauma and experiences. They must have a team of caring adults, in the form of case workers and community supporters who can step in and care for them when their parents cannot. Rebuilding Oregon's foster care system will require sustained utilization of best practices, data-informed decision making, and a significant culture shift.

Background

Current landscape

Rates of Child Abuse and Neglect in Oregon are too high. In 2017, there were a total of 11,077 children in the state found to be victims of abuse and neglect. Almost half of these children were younger than age six and more than a quarter of them were under the age of three. In Oregon, parental substance use disorders are involved with nearly $\frac{3}{4}$ of the foster care placements; this estimate is derived from a recent case reading project with clearly defined measures of drug and alcohol abuse.

Oregon has a high out-of-home foster care placement rate, higher than the national average.

Too many children end up in substitute care, remaining for too long, on caseloads that do not allow our caseworkers to focus client services on the neediest. In 2017, there were 4,065 children who entered foster care in Oregon. In the current environment, there are too few options for the Department of Human Services to support families in mitigating their distress without removing children from their families. Many children who currently end up in foster care could remain safely at home, given the appropriate resources for families to keep them safe. In jurisdictions that have taken a prevention approach as many as 65% of children remain at home while their parents receive support to prevent abuse and neglect and create nurturing home environments (Washington DC Child and Family Services Agency, 2017).

Oregon lacks an adequate number of foster homes for children in the state's care. In May of 2018 there were a total of 4,306 open, DHS-Certified foster homes. This is an increase from May of 2017 when there were 4,101 open homes. However Oregon needs additional homes for specific purposes – for serving sibling groups, for serving teenagers, serving diverse cultures, and serving children with specific needs or challenges. Current research will identify the specific needs of the Oregon child welfare system.

This is important because moving from one placement to another hinders a child's chances for successful outcomes in school attendance, strong relationships with peers and adults, and long-term health and well-being outcomes. The fewer times a child moves, the better, and having more foster homes available will help assure a proper first-time placement for each child.

Furthermore, the foster families that are available are under stress, and have expressed the need for additional resources in the form of respite care, child care, support to care for children experiencing crises, and general parenting support. Lacking these supports, many foster families have opted not to continue to foster children in their homes. The number of **new** general foster homes (i.e. not relative foster homes) has declined 55% in the last year. This coupled with a consistent number of homes leaving the foster care system has created a decline of general foster homes of 11% in the last year.

Rates of re-abuse in Oregon are too high. When a child is returned to their home after being removed due to abuse or neglect, the goal is that their parent will have had support to remedy the conditions that resulted in the child's removal. Addictions treatment, support to find safety from a domestic abuser, a stable housing situation, treatment for mental health disorders, a plan after release from incarceration, etc. As of the second quarter of 2018, almost 12% of children returned to their home were the victims of another instance of abuse within the year. Nationally, rates of re-abuse are approximately 9%, so we know that it is possible to do better for Oregon's children. Research being conducted today will provide caseworkers with new tools that assess safety and risk when returning children home.

Caseloads for Child welfare caseworkers are too high. A 2017 audit by Oregon's Secretary of State found that caseworkers have three to four times the number of children on their caseloads as they should. In order to meet the current need, Oregon should have

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approximately 1,860 case workers to serve children and families involved in child welfare. As of May 2018 only 1,509 caseworkers were allocated to serve the growing number of children in Oregon's care.

Best practices

ADD CASEY FAMILY PROGRAMS INFO HERE

Work done to date

2015

- November GKB commissions independent review of agency- Public Knowledge report
- SB 222- Legal Representation in Childhood Dependency (LRCD) Task Force – ensured that children have full, continuous and consistent legal representation
- Foster Child bill of rights
- Foster Care Ombudsman

2016

2 Child Welfare Reform bills:

HB 4080 – establishes the Governor's Child Foster Care Advisory Commission

SB 1515 – strengthened response to abuse and neglect for children placed in a Child Caring Agency- requires that DHS immediately begin screening and investigation when reports of child abuse are received

Public Knowledge Report released 9/16

2017

- Hired a talented, proven leader for the Director of the Department of Human Services, Fariborz Pakseresht
- Supported Director Pakseresht in his important work on changing the culture of the Child Welfare Division, including hiring a new Child Welfare Director and using a dedicated research staff to identify evidence-based improvements to both foster parent and caseworker recruitment and retention. Continued funding the Oregon Enterprise Data Analytics unit within DHS and OHA.

2017 Investments:

- \$6.9 mil for Legal representation Full, continuous and consistent representation in each DHS child welfare case from petition to permanency.
- Budget funds DHS Child Welfare field services at 86.5% of workload model, creating 78 new positions.
- Budget also adds 50 Consultant Educator Trainor (CET) positions as of 10/1/2017 to be non-case carrying workers who provide consultation to staff regarding difficult or unusual case situations. They also educate workers to local branch

systems, processes, and protocols. And they provided local ongoing training to primarily new but also senior staff related to all topics related to the practice and engagement in the local Child Welfare system expectation (i.e. Court, CRB, Service Providers, etc.).

- Foster Care Payments were increased by an average of 14%
- Behavioral Rehabilitation Service Provider payments were increased by an average of 21%, implementing all eight recommendations of the BRS Comprehensive Review Committee
- Budget added \$3 million for both caseworker professional development and supervisor training
- The Legislature set aside \$750,000 for Foster Parent Supports. \$487,500 which will be used to provide two models of respite care/support to foster families. \$150,000 to develop a mentoring program for new foster parents, and \$112,500 to help foster parents with immediate needs when a child comes into care.
- Additionally there will be a Child Care stipend for foster parents who work outside the home of \$375 a month. The Child Care stipend went live May 1, 2018.

2017 Legislation:

- SB 101: Law enforcement authority to conduct child abuse investigations in school
- HB 2216: Foster Sibling Bill of Rights
- HB 2234: Independent Living Subsidy amendment to support housing for youth aging out of foster care who need flexibility in work or school attendance
- SB 819 Changes parts of the Critical Incident Response Team (CIRT) case review process at DHS.
- SB 942 requires all child welfare abuse assessments result in a disposition of “founded”, “unfounded” or “cannot be determined” unless five criteria are met (ended differential response)

2018

- Convened a workgroup on Children and Youth with Specialized Needs to make recommendations to address the problems of children being placed in hotels or out of state, experiencing multiple disruptions in foster homes and other placements, or

boarding in emergency departments for extended periods of time- recommendations will form a budget ask and legislative concept for 2019-21

- Convening a Children's cabinet focused on 0-5 plan- this is critical for prevention of abuse- children 0-4 are most at risk of abuse by their caregivers
- Mandated a monthly progress report from DHS Child Welfare, with updates to dashboard of key child welfare indicators, and progress on implementation of data-driven changes to practices of screening, triaging and responding to reports of abuse and neglect.
- With 15m in recently approved funding in the February legislative session- the department is currently in the process of hiring 186 additional child welfare staffers.

Plan

1. Safely Reduce the Need for Foster Care
 - a. Strategy- Address Root Causes and Focus on Prevention (Two Generation)
 - i. **Tip the balance of Federal Funding toward Prevention through implementation of the Families First Prevention Services Act.** Oregon must make smarter, more effective investments in the kinds of interventions that safely reduce the need for foster care and promote stronger families. The two main sources of Federal Funds (Title IV-E and Title IV-B of the Social Security Act) that come to Oregon for Child Welfare have historically been restricted to use AFTER a child enters foster care. Starting in October of 2018, Oregon will be allowed to use these funds to safely keep children with their parents and mitigate the safety concerns that brought them to the attention of child welfare case workers.
 - ii. **Housing:** In Oregon in 2017, 17 percent of children entering foster care, or 678 children had inadequate housing cited as a reason for removal. This was up from 15% of children in 2016, when 578 children had housing cited as a reason for removal. **Cite DHS Stat for Housing as a component of why kids are removed.** The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. As of 2017, Oregon had the 4th fewest affordable and available units to households earning 30 percent or less of Area Median Income (AMI), with just 25

units for every 100 renter households at that income level.^[1] This shortage of affordable units has led to a high percentage of renters paying more than 50 percent of their incomes on rent, which is considered “severely housing cost burdened.” In 2015, 81 percent of extremely low income renters earning 30 percent of AMI were severely housing cost burdened, which means they are just one financial emergency away from potentially losing their homes.^[2] From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created a supply and demand imbalance that is reflected in home prices and rental rates. Oregon is not immune to this crisis and underbuilt 155,156 housing units during that fifteen year period.^[3] Governor Brown will invest in acquisition, preservation, and new construction of affordable homes for more than 4,000 Oregon families.

- iii. Behavioral Health Treatment and Recovery: Parents and caregivers who suffer with Substance Use Disorders expose their children to adverse childhood experiences, increasing the probability that kids will suffer from the same chronic illness.^[4] According to data in the Adoption and Foster Care Analysis and Reporting System (AFCARS), caregivers suffering from SUD is frequently reported as a reason for removal, particularly in combination with child neglect.^[5] Nationally, for almost 31 percent of all children placed in foster care in 2012, parental alcohol or drug use was the chief documented reason for removal. In Oregon, the situation is far worse. According to recent case reviews, nearly 75 percent of Oregon foster care placements involved parental substance use disorder.^[6]

We must break the cycle of addiction passed through generations, which will entail a two generation approach. Multi-generational treatment is essential in the fight against Substance Use Disorders and Oregon must support culturally sensitive, family-based treatment in order to best serve

^[1] National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

^[2] U.S. Census Bureau, *2011-2015 American Community Survey 5-year Public Use Microdata Samples*. (U.S. Census Bureau, 2016).

^[3] Up for Growth, *Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America’s Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

^[4] Choi, N. G., DiNitto, D.M., Marti, C.N. & Choi, B. Y., *Association of Adverse Childhood Experiences with Lifetime Mental and Substance Use Disorders Among Men and Women Aged 50+ Years*, *International Psychogeriatrics* 29(3), 359-372, doi: 10.1017/S1041610216001800

^[5] Correia, M. (2013). Substance abuse data in child welfare. *Casey Practice Digest: Substance Use Disorders in Families With Young Children*. Casey Family Programs, Issue 5.

^[6] Paul Bellaty study from Rosa 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatty, Paul

our struggling families. This means comprehensive wrap-around services, not simply providing child care while caregivers attend treatment. Rather, our communities need to provide treatment informed by the developmental stages of human life and a commitment to diversity and equity.

Reasons Children Enter Foster Care FFY 2015 to FFY 2017

(includes all types of foster care)

Removal Reason	FFY 2016		FFY 2017		Change from Prior Year
	Number	% of Entrants	Number	% of Entrants	
Neglect Abuse	2,708	71.1%	2,856	70.3%	-
Parent Drug Abuse	1,880	49.4%	2,113	52.0%	+
Inadequate Housing	578	15.2%	698	17.2%	+
Domestic Violence	463	12.2%	622	15.3%	+
Inability To Cope	653	17.1%	566	13.9%	-
Physical Abuse	502	13.2%	557	13.7%	+
Parent Alcohol Abuse	359	9.4%	535	13.2%	+
Incarceration Of Parent	420	11.0%	413	10.2%	-
Child Behavior	286	7.5%	282	6.9%	-
Sex Abuse	166	4.4%	210	5.2%	+
Abandonment	138	3.6%	125	3.1%	-
Child Drug Abuse	38	1.0%	62	1.5%	+
Death Of Parent	27	0.7%	42	1.0%	+
Child Alcohol Abuse	22	0.6%	23	0.6%	=
Relinquishment	8	0.2%	13	0.3%	+
Child Disability	52	1.4%	-	0.0%	n/a
Total Foster Care Entrants	3,808		4,065		

- i. Tie to FutureReady (Families with children part)
 - ii. Tie to 0-5 Plan – this is because young children are the most at risk for abuse/neglect
 - b. Strategy – Reserve Out of Family Foster Placement for those most at risk
 - i. Determining what kids need in (Hotline)
 - ii. Data informed decision making
2. Ensure that the Foster Care system is a place for healing for Kids
 - a. Strategy – Appropriate Placement
 - i. Insert Policy (YWSHN)
 - ii. Insert Policy trauma informed
 - b. Strategy – Foster Parent Support
 - i. Insert Policy
 - c. Strategy – Caseworker Support
 - i. Insert Policy (culturally component)
 - d. Strategy – Family Attachment
 - i. Place siblings together
3. Improve outcomes for Kids who transition out of Foster Care

- a. Background – Bad outcomes (tie to graduation rates (Ed White paper)/teen pregnancy (OHA)/Homelessness (Housing)
 - i. Strategy – Foster Care Commission? Foster Youth Connection?

Finally – please work with the agency to develop a “cheat sheet” this should be a (not published) rough-estimate list of the POPs/investments that would be required to achieve the aims in the white paper. This cheat sheet should be shared with your CFO analyst who can then start fleshing it out more.

Paper on prevention...

<https://caseyfamilypro-wpengine.netdna-ssl.com/media/federal-investments-in-child-welfare.pdf>

Centralize the Child Abuse Hotline:

- One phone number and 24/7 access by the end of the second quarter of 2019. In early 2018, the hotline facility was identified and announced. This spring, the centralized hotline management team is being hired, screening rules and procedures are being analyzed in cooperation with Casey Family Programs and Action Center for Child Protection, with the goal of having the rules and training curriculum ready for delivery in fall 2018. In December 2018, staff will begin transitioning to the new hotline.
- Implement smarter system for responding to calls. Predictive analytics are being used in many disciplines to inform decisions. Although social services have historically relied heavily on professional discretion, risk/safety tools are being developed for Oregon’s child welfare system. The first tools assist screeners with decisions about responding to allegations of child abuse and neglect. The tools generated from analyzing Oregon’s data can be combined with professional discretion to make more informed decisions. The decisions should be more objective, minimize bias, focus resources, and improve system efficiency.

Foster Parent Support:

- To promote positive and beneficial interactions among foster parents, caregivers, and foster youth, provide a resource center for foster parents that includes foster friendly classes, trainings, and resources regarding raising youth with various religions, lifestyles, and suggestions for bonding activities in easily accessible formats like posters, packets, and websites. This will encourage positive interactions and relationships that will nurture positive mental health. (This is an Oregon Foster Youth Connection rec)

- Work with Every Child Oregon to develop and implement a statewide strategic plan to increase foster care capacity that includes using data analytics and tracking to target the recruitment of foster care placements for every district in the state. The strategy will include targeted recruitment of specific types of placements (career foster parents, therapeutic foster beds and culturally appropriate placements), including foster parents with experience in over-represented communities, especially LGBTQ, Native American and African American children.
- Expand the KEEP program: KEEP is a foster parent program developed by the Oregon Social Learning Center (OSLC). The KEEP program has been implemented in numerous states and countries and has been thoroughly evaluated. DHS will contract with OSLC to develop foster parent support systems and improve foster parent retention. KEEP will initially provide the foster parent support in five Oregon counties; the counties will be urban, rural, and serve diverse populations from different cultures.
- Train and Support Caregivers: Based on more than 1000 staff and caregiver surveys and foster parent focus groups, Portland State University (PSU) analyzed more than 1,000 staff and caregiver surveys, and drafted core competencies. In summer 2018, the caregiver core competencies will be finalized and the team will determine how to best develop and deliver new training to match the competencies. By fall 2018, the project team will consider a training proposal developed by PSU, review the curriculum and finalize the plan for training delivery. Training for DHS caregiver trainers will begin in late winter 2019.
- Build a robust support system to retain career foster parents and reduce placement instability. This should include a foster care payment that fully covers the cost of caring for a foster child, increased Childcare reimbursement for foster parents who work out of the home, options for respite care providers and encouraging foster families to use respite care, and ongoing training and support to foster parents so they can continue to meet the challenges of fostering.

Strengthen Therapeutic Foster Care to support children and youth in need of a more intensive level of time-limited substitute care within their community. Develop a system of professional foster care networks that are coupled with in-home services and supports. (This is one of the Children and Youth with Specialized needs group recs)

Components of this model would include:

- Specialized recruitment of skilled, culturally appropriate foster parents.
- Paid training for foster providers.
- Monthly maintenance payments for parents who are attending training, providing respite or other supports to other foster homes, and maintaining capacity.

- Limits on the number of children in a Therapeutic Foster Home, according to evidence-based models, and in consideration of the circumstances of the child, his/her family (e.g., siblings also in foster care) and the foster family.
- Ability to maintain youth in the Therapeutic Foster Home until a child is either safely reunified with their family or a stable, permanent placement is identified

Caseworker Support:

- **Complete recruitment of caseworkers and case aides** Hiring is already underway and will continue through January 2019. Case aides are a new position for Child Welfare. They do everything from finishing paperwork to putting a car seat in the car so families have more time with their caseworkers, and caseworkers spend less time on administrative duties. In addition, survey data will identify the reasons why social service specialists become disenchanted with doing casework. After implementation, the surveys will identify new casework staff at risk of leaving DHS. The new MAPS positions can identify casework staff in greatest need of support. The current recruitment efforts coupled with the new retention efforts should allow child welfare branches to more consistently serve families with the same caseworker.
- **Adopt data-informed decision making** The Office of Reporting, Research, Analytics and Implementation (ORRAI) was created in the winter of 2017. This group is currently in the process of developing algorithms to assist case workers who screen cases for outreach to identify the cases most likely to need urgent attention with a visit from a child protection worker. This will help to prioritize staff resources to assist the most at-risk children. In addition, algorithms are being developed to assess risk of maltreatment for children returning home. Oregon ranks 41st in the ratio of those entering foster care to those exiting foster care. The Oregon foster care system is approximately 1.5 times the size of other foster care systems in similar sized states. Returning more children home and assuring safety is possible if empirically derived risk/safety information is combined with professional discretion.

Prevent inappropriate placement of children in Hotels, youth detention facilities and emergency rooms: (from Children and youth with specialized needs group)

- Optimize and develop in-home services and supports to strengthen families and ensure children are able to remain in their foster home when in a period of crisis through:
 - 24/7 intensive in-home supports including assessment, collaborative problem solving, skill building, case management, family/youth peer supports and family navigators.

- 24/7 “in person” crisis response that will travel to the child/family wherever they are.
- Trauma-informed perspective and the provision of therapeutic intervention for the child and their family in the home.
- Level of intensity should be sufficient to support a child who is at risk or would otherwise be placed in a residential or inpatient setting.
- Implement mandatory Youth Support Crisis Plans to prevent displacement. (Oregon Foster Youth Connection Recommendation) Whenever a crisis comes up for a youth, there should be a mandatory meeting between DHS, foster parent, adult supporters and youth. In the meeting every party should be reviewing the Plan, and discussing common understandings for next steps.
 - No longer immediately removing the child from the home after an issue has occurred.
 - Instead, developing an individualized plan written before the child moves into a home or when they first come into care.
 - This plan should be accessible to all parties.
 - It will be reviewed when a controversy emerges in order to work towards resolution.
 - The goal of the plan will be to solve the issue and keep the child in the home.

Develop Regional Assessment Programs equipped and resourced to provide in-depth integrated strengths-based and family-focused evaluations and care planning for children, youth and families. (this is from the Children and Youth with Specialized needs group)

- These assessments could occur in the home, whenever it is safe to do so.
- Evaluation teams with behavioral health professionals and providers, including psychiatry, developmental pediatricians, psychologists, social workers, and other professionals as appropriate (e.g. occupational therapy, speech, etc.)
- Care planning teams with representatives of the evaluation team, state agency representatives (DHS, OHA), peers, family navigators, advocates and CCO/payer representation. Teams will work with the family to ensure family voice and choice in care planning decisions.
- Telemedicine capacity, when necessary, especially to increase access to psychiatric and developmental assessments in rural settings.
- Development of the capacity to work with both public and private insurance.
- A priority for Regional Assessment Programs will be to assist the children/youth in their region who are inappropriately placed (hoteling, out of state, ED boarding, county detention or OYA custody) through evaluation, assessment and stabilization. On an ongoing basis, the Programs will be the go-to source when children/youth are “stuck” in an inappropriate placement.

- Regional Assessment Programs may be co-located with short-term stabilization beds to support children/youth when an appropriate placement is not immediately available. Stays will be determined by the needs of individual children/youth and their families.
- Providers, caseworkers, CCOs and commercial insurers, and others can make referrals to the Regional Assessment Programs. The referring party is required to maintain active engagement with the child/youth during and after their involvement with the Assessment Program.
- Regional Assessment Programs will coordinate and collaborate with the Acute Registry and Call Center

Implement a Period of Waiting (POW) policy that prevents the CANS assessment from being conducted until one month of interaction with mental health specialist. Policy also requires that youth have mandatory counseling during transition into care. This includes “sit downs” with youth and foster parents, family, or any others close to the youth. (This was an OFYC recc)

Implementation

Legislation

Budget needs

Federal

Other

Author

Rosa Klein

Human Services Policy Advisor

Rosa.Klein@oregon.gov

503-508-8099

Other contributors: (name/title)

From: [KONDAYEN Kate * GOV](#)
To: [KECK SARA](#); [KONDAYEN Kate * GOV](#)
Subject: Re: Scheduling Meeting with Christy Today
Date: Thursday, August 30, 2018 12:15:45 PM

Let's do 15 minutes at 3:15. Thank you.

From: Keck Sara <sara.keck@state.or.us>
Date: Thursday, August 30, 2018 at 11:13 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: Scheduling Meeting with Christy Today

Good Morning Kate,

Christy would like to have a 15-minute check-in by phone late this afternoon with you. I understand you do your own scheduling; could you please let me know what time you're available and if you'd like a conference line or to call Christy directly on her cell? I'll send you a calendar invite.

Christy is available any time between 1:30 and 5:00 p.m.

Thank you,
Sara

Sara Keck, MPS

Oregon Department of Human Services
Mobile: 971.707.1435
Follow DHS on [Twitter](#)

From: [CAPPS Lindsey D * GOV](#)
To: [STARR John - CEEdO](#)
Cc: [MORAWSKI Lisa - CEDO](#)
Subject: FW: Draft PD | Program Director
Date: Thursday, August 30, 2018 12:31:58 PM
Attachments: [Program Director PD June 2018 Draft.docx](#)

John, Per your request, please see the draft PD. Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: CAPPS Lindsey D * GOV
Sent: Friday, June 29, 2018 11:36 AM
To: HUBERT Sheri * DAS
Cc: STARR John - CEEdO
Subject: FW: Draft PD | Program Director

Sheri,

Per my call this week, I wanted to follow-up to inquire on status of this PD. Please let me know if you have any questions.

Lindsey

Lindsey Capps

Chief Education Officer | Education Policy Advisor to the Governor
503.378.2761 | 255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

From: CAPPS Lindsey D * GOV
Sent: Friday, June 15, 2018 4:27 AM
To: HUBERT Sheri * DAS
Cc: STARR John - CEEdO
Subject: Draft PD | Program Director

Good morning, Sheri

I wanted to share a draft PD with you for the Program Director position we are developing consistent with the year-2 plan for the CEEdO.

Lindsey

Lindsey Capps

Chief Education Officer | Education Policy Advisor to the Governor
503.378.2761 | 255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov



STATE OF OREGON
POSITION DESCRIPTION

Position Revised Date:
6/1/16

Agency: Chief Education Office

Facility: Salem, Oregon

☐ New ☒ Revised

This position is:

- ☐ Classified
☒ Unclassified
☒ Executive Service
☐ Mgmt Svc – Supervisory
☐ Mgmt Svc – Managerial
☐ Mgmt Svc - Confidential

SECTION 1. POSITION INFORMATION

a. Classification Title: <u>Principle Exec/Manager ^</u>	b. Classification No: <u>Z7010</u>
c. Effective Date: <u>7/1/18</u>	d. Position No: <u>5240021</u>
e. Working Title: <u>Program Director</u>	f. Agency No: <u>524000</u>
g. Section Title: _____	h. Budget Auth No: <u>001226160</u>
i. Employee Name: <u>Lisa Morawski</u>	j. Repr. Code: <u>MENN</u>
k. Work Location (City – County): <u>Salem - Marion</u>	
l. Supervisor Name (Optional): <u>Chief Education Officer</u>	
m. Position: <input checked="" type="checkbox"/> Permanent <input type="checkbox"/> Seasonal <input type="checkbox"/> Limited Duration <input type="checkbox"/> Academic Year <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Intermittent <input type="checkbox"/> Job Share	
n. FLSA: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	o. Eligible for Overtime: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If Exempt: <input checked="" type="checkbox"/> Executive <input type="checkbox"/> Professional <input type="checkbox"/> Administrative	

SECTION 2. PROGRAM AND POSITION INFORMATION

a. Describe the program in which this position exists. Include program purpose, who's affected, size, and scope. Include relationship to agency mission.

The Chief Education Office was established for the purpose of coordinating with education stakeholders to establish a unified public education system that ensures that all public school students in this state reach the educational goals established for this state.

This office will leverage both directing authority and coordinating capacity to lead: cross-agency planning tied to critical student outcomes, removing barriers impeding student success, and a core focus on equity within all educational settings. This will be accomplished by coordination across sectors of education (P-20W), with agency leaders and boards, utilizing longitudinal data studies to guide policy and decisionmaking, and convening stakeholders and the public to align policy, practices and systems to achieve statewide education goals.

b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement. The primary purpose of this position is to:

This position directs external relations for the Chief Education Office, which includes stakeholder convening, community engagement and communications. This position assists the Chief Education Officer with interagency coordination, legislative and intergovernmental affairs.

SECTION 3. DESCRIPTION OF DUTIES

List the major duties of the position. State the percentage of time for each duty. Mark “N” for new duties, “R” for revised duties or “NC” for no change in duties. Indicate whether the duty is an “Essential” (E) or “Non-Essential” (NE) function.

% of Time	N/R/NC	E/NE	DUTIES
Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.			
60%	N	E	Strategic Coordination and Planning <ul style="list-style-type: none"> As assigned by the Chief Education Officer, manages, provides strategic coordination, and monitors progress of shared initiatives between the Chief Education Office and state education agencies. Provides direction to the Chief Education Office and other agency staff on implementing programs to ensure they are on track and helping drive the Governor’s and Legislature’s objectives related to education. Manages strategic partnership development between the state and external organizations to advance initiatives to improve student outcomes and meet state education goals. Coordinates leadership across state education agencies on public and stakeholder engagement strategies and policy communications. Coordinates across agencies in implementing programs, policies and research projects related to the P-20W Statewide Longitudinal Data System (SLDS)
25%	R	E	Management <ul style="list-style-type: none"> Directs agency staff in the development and implementation of programs related to statewide longitudinal data and communications. Assists the Chief Education Officer in determining agency priorities and assessing resources needed to implement policy and programs effectively. Oversees all agency communication platforms and preparation of reports and publications; approves presentations and written correspondence of the agency.
15%	R	E	Intergovernmental affairs and public engagement <ul style="list-style-type: none"> Manages intergovernmental and legislative affairs, including with the federal government, related to the P-20 education experience. Manages public and stakeholder engagement for the Chief Education Office. Represents the Chief Education Officer and agency at meetings, events, committees, and task forces, as assigned.

			directors.
			OTHER DUTIES AS ASSIGNED

SECTION 4. WORKING CONDITIONS

Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions.

Work is performed in an office environment with cubicles and audible distractions. Work may include long periods of sitting and standing. May require travel overnight to remote locations across the state.

SECTION 5. GUIDELINES

- a. List any established guidelines used in this position, such as state or federal laws or regulations, policies, manuals, or desk procedures.**

State Constitution
Oregon Revised Statutes
Federal Laws
Administrative Rules
Division Policies and Operating Procedures
Statewide Policies and Procedures
Public Records Laws

- b. How are these guidelines used?**

Rules and policies guide agency actions
Industry publications inform of court decisions, trends and practices of the profession

SECTION 6. WORK CONTACTS

With whom, outside of co-workers in this work unit, must the employee in this position regularly come in contact?

Who Contacted	How	Purpose	How Often?
Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".			
Chief Education Officer	In Person/Phone	Decision making; discussion	Daily
Agency Heads	In Person/Phone	Consult, problem-solve	As needed
Governor, Governor's Office	In Person/Phone/Letter	Decision making, consultation	As needed
Legislators	In Person/Phone/Letter	Consult, coordinate, problem-solve	As needed
Private Sector	In Person/Phone/Letter	Problem-solve, inform, receive input	As needed
Federal Government	In Person/Phone/Letter	Decision-making, consult	As needed
Local Government Entities	In Person/Phone/Letter	Consult, problem-solve	As needed
Media	In Person/Phone/written	Decision making; discussion	As needed

SECTION 7. POSITION RELATED DECISION MAKING

Describe the typical decisions of this position. Explain the direct effect of these decisions.

This position carries broad authority and freedom to act as representative of the Chief Education Officer and the Chief Education Office to the public and to the Legislature. This position determines high-level strategies and sets department-wide priorities, goals and objectives. This position represents CEO in negotiation, discussions and makes decisions affecting the department's budget and direction. The decisions often involve politically sensitive issues and can carry risk for the agency.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
<i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i>				
Chief Education Officer Z7016 PEM I (MEAH)	5240001	Observation, customer feedback, evaluation of work products and relationships	Continuously	To evaluate the effectiveness and influence of the incumbent.

SECTION 9. OVERSIGHT FUNCTIONS

THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

- a. How many employees are directly supervised by this position? 0
- How many employees are supervised through a subordinate supervisor? 0
- b. Which of the following activities does this position do?
- | | |
|--|---|
| <input type="checkbox"/> Plan work | <input type="checkbox"/> Coordinates schedules |
| <input type="checkbox"/> Assigns work | <input type="checkbox"/> Hires and discharges |
| <input type="checkbox"/> Approves work | <input type="checkbox"/> Recommends hiring |
| <input type="checkbox"/> Responds to grievances | <input type="checkbox"/> Gives input for performance evaluations |
| <input type="checkbox"/> Disciplines and rewards | <input type="checkbox"/> Prepares & signs performance evaluations |

SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

ADDITIONAL REQUIREMENTS: List any knowledge and skills needed at time of hire that are not already required in the classification specification:

This position requires an astute political acumen and experience in managing diverse activities and individuals. It also requires a broad knowledge of legislative and government Legal responsibilities, operations and functions, and must be skilled at forging alliances and developing strong support for the Agency's objectives.

This position also requires:

- Knowledge of policy analysis and decision making.
- Excellent verbal communication and conflict resolution skills.
- Knowledge of government structure with respect to related agencies and programs and the
- Ability to maintain credibility with all levels of elected officials, special interest groups and co-workers.

The Agency's activities affect all Oregonians. This position must understand complex programs and issues and be able to facilitate program and priority discussions, decision-making and to articulate information to various audiences.

BUDGET AUTHORITY: If this position has authority to commit agency operating money, indicate the following:

Operating Area	Biennial Amount (\$00000.00)	Fund Type
<i>Note: If additional rows of the below table are needed, place curser at end of a row (outside table) and hit "Enter".</i>		
n/a		

SECTION 11. ORGANIZATIONAL CHART

Attach a current organizational chart. Be sure the following information is shown on the chart for each position: classification title, classification number, salary range, employee name and position number.

SECTION 12. SIGNATURES

Employee Signature

Date

Supervisor Signature

Date

Appointing Authority Signature

Date

From: [CAPPS Lindsey D * GOV](#)
To: [STARR John - CEEdO](#); [STARR John - CEEdO](#)
Cc: [MORAWSKI Lisa - CEDO](#)
Subject: RE: Draft PD | Program Director
Date: Thursday, August 30, 2018 12:36:02 PM
Attachments: [image001.png](#)
[image002.png](#)

Yes.

From: STARR John - CEEdO [john.starr@state.or.us]
Sent: Thursday, August 30, 2018 12:33 PM
To: CAPPS Lindsey D * GOV; STARR John - CEEdO
Cc: MORAWSKI Lisa - CEDO
Subject: RE: Draft PD | Program Director

Thank you, is this at a stage we could share with Sheri H.? She is asking for it.

John Starr – SLDS Project Director
255 Capitol St NE - Salem, OR 97310
john.starr@state.or.us
Desk - 503-947-2571 – FAX - 503.378.8395
education.oregon.gov



From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Sent: Thursday, August 30, 2018 12:32 PM

To: STARR John - CEEdO <john.starr@state.or.us>
Cc: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: FW: Draft PD | Program Director

John, Per your request, please see the draft PD. Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office
255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: CAPPS Lindsey D * GOV
Sent: Friday, June 29, 2018 11:36 AM
To: HUBERT Sheri * DAS
Cc: STARR John - CEEdO
Subject: FW: Draft PD | Program Director

Sheri,

Per my call this week, I wanted to follow-up to inquire on status of this PD. Please let me know if you have any questions.

Lindsey

Lindsey Capps

Chief Education Officer | Education Policy Advisor to the Governor
503.378.2761 | 255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

From: CAPPS Lindsey D * GOV
Sent: Friday, June 15, 2018 4:27 AM
To: HUBERT Sheri * DAS
Cc: STARR John - CEEdO
Subject: Draft PD | Program Director

Good morning, Sheri

I wanted to share a draft PD with you for the Program Director position we are developing consistent with the year-2 plan for the CEEdO.

Lindsey

Lindsey Capps

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503.378.2761 | 255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov





From: [PAIR Chris * GOV](#)
To: [LESLIE Berri * GOV](#); [ISAAK Misha * GOV](#); [LEWIS-BERRY Jason * GOV](#)
Cc: [FISHER Nikki * GOV](#)
Subject: BO investigation statement
Date: Thursday, August 30, 2018 12:55:41 PM

Thoughts on this statement? Will only provide if asked. Also, would be great to get a sense of Harder's timeline for staff notification tomorrow.

Governor Brown takes the concerns of state employees and any allegations of unacceptable behavior in the work place very seriously. That's why both the Governor's Office and Business Oregon leadership asked for an investigation by an independent investigator. Governor Brown has directed Chris Harder to accept all recommendations made the independent investigators and deliver a plan to implement them as soon as possible.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [PAIR Chris * GOV](#)
To: [GUTRIDGE Shevaun * GOV](#)
Cc: [ISAAK Misha * GOV](#); [BUEHLER Dustin E * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: Re: Press Release
Date: Thursday, August 30, 2018 12:55:57 PM

That works for us. Thank you.

From: GUTRIDGE Shevaun * GOV <Shevaun.GUTRIDGE@oregon.gov>
Date: Thursday, August 30, 2018 at 12:38 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>, BUEHLER Dustin E * GOV <Dustin.E.BUEHLER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Press Release

Hi Chris –

Attached is a draft press release for our Justice of the Peace vacancy in Linn County. Can this go out next Thursday, September 6th? Thanks.

Shevaun Gutridge, Executive Assistant to:
Misha Isaak, General Counsel
Dustin Buehler, Deputy General Counsel
Emily Matasar, Government Accountability Attorney
Office of Governor Kate Brown
775 Court Street NE (Somerville building)
Salem, Oregon 97301
Phone: 503-378-6246

Mailing Address:
900 Court Street NE #254
Salem, OR 97301

From: [PAIR Chris * GOV](#)
To: [BROWN Katherine * GOV](#)
Subject: Latest Education Policy agenda
Date: Thursday, August 30, 2018 12:59:37 PM
Attachments: [Education Policy Agenda 8.27.18.pdf](#)

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Education Policy Agenda:

Every Oregon Student Engaged,
Empowered, and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an opportunity gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



“We need to focus our improvement efforts to prioritize the kids who face the most barriers”

3. “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEO_Feb_2017.pdf.

4. Ibid.

5. Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation opportunity gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Develop and Empower Educators*
- *Engage and Equip Students for Career and College*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

6. [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that well exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12. Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13. Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14. “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty-CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office.
(2018) Oregon Educator Equity
Report. Retrieved from [http://
education.oregon.gov/wp-content/
uploads/2018/06/CEdO_Educator-
Equity-Executive-Summary_2018-
WEB.pdf](http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf).

18. Ibid.



“ High school students who take career technical education courses in the final two years of high school are more likely to graduate ”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between student groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping 15,000 recent high school graduates and GED recipients attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategy:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in grades one to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education and post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child." Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All Students* that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.
- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.
- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. Career-Connected Learning: A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. Culturally Responsive College and Career Navigation Support: Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. College Exposure: Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. High-Quality Educator Supports: The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Education Policy Agenda: STRATEGIES

Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/ youth engagement, and ensure that we are closing the opportunity gap.



From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: Gov. Brown's education plan
Date: Thursday, August 30, 2018 1:12:42 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)

FYI.

From: Helen Jung <hjung@oregonian.com>
Date: Thursday, August 30, 2018 at 1:00 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Hi Kate,
Following up to see when we can have a quick chat. Thanks,
Helen



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com
work: 503-294-7621
cell: 503-314-2726
Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Wednesday, August 29, 2018 at 4:18 PM
To: Helen Jung <hjung@oregonian.com>
Subject: Re: Gov. Brown's education plan

Hi Helen,

Thanks for your patience. Please see responses to your questions below:

How will the governor pay for her proposals? Does she have an estimate on what class-

size reductions or the increased preschool investment will cost?

Similar to how she led the transportation package, the Governor is approaching funding for her education agenda just as she has with other issues that affect all Oregonians—through a consensus-driven process that brings involved stakeholders together to work collaboratively on a viable solution. Specific funding needs and steams will be outlined in her budget.

Will the governor seek significant changes to pension or health care benefits in order to pay for this investment?

Governor Brown believes that balancing the budget on the backs of our teachers and cutting their retirement is the wrong approach, and we know that lowering health benefits doesn't provide cost-savings, as it drives up emergency health costs. Teachers work very hard every day to serve our children in incredibly demanding jobs, and investing in our classrooms means investing in them.

What convinced her to fully fund Measure 98 now? Why did she recommend less than half the funding that the measure called for in the last biennium?

The Governor has always supported Measure 98, and the budget is in good enough shape that she can make significant changes.

What outcomes will the state track in order to measure whether school districts are making gains?

Education outcomes are tied to health, criminal justice, and economic gains, and the real aim is to enable more Oregonians to thrive. But there are many metrics of success in the agenda, so you may want to look at specific strategies and see what outcomes are listed there. The Governor's measurable education goal is to increase the graduation rate to 90 percent within 4 years, and tracking mechanisms are already in place via ESSA data gathering and reporting

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: Helen Jung <hjung@oregonian.com>
Date: Wednesday, August 29, 2018 at 1:56 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Gov. Brown's education plan

Email is fine to start with, but I hope you'll be available by phone for clarification if need be.

How will the governor pay for her proposals? Does she have an estimate on what class-size reductions or the increased preschool investment will cost?

Will the governor seek significant changes to pension or health care benefits in order to pay for this investment?

What convinced her to fully fund Measure 98 now? Why did she recommend less than half the funding that the measure called for in the last biennium?

What outcomes will the state track in order to measure whether school districts are making gains?



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 1:31 PM

To: Helen Jung <hjung@oregonian.com>

Subject: Re: Gov. Brown's education plan

Phone isn't going to work this afternoon, but I am more than happy to help get you info. What questions are top of mind for you?

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 1:26 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

I did read through it extensively, but I think a phone call would be easiest. Do you have time for a chat?



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Wednesday, August 29, 2018 at 1:16 PM

To: Helen Jung <hjung@oregonian.com>

Subject: Re: Gov. Brown's education plan

Hi Helen,

Sorry for delay in getting back to you, I was in a meeting. If you haven't already, would you take a deep dive on the [agenda itself](#) and shoot me over your most high-level questions?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 11:24 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

Thanks, Chris.

Hi Kate,

Do you have time for a call today about some of the details in the education plan? Thanks,
Helen



Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>

Date: Wednesday, August 29, 2018 at 11:21 AM

To: Helen Jung <hjung@oregonian.com>, Christian Gaston
<christian@katebrownfororegon.com>

Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Gov. Brown's education plan

Hi Helen,

Please refer any questions regarding the Governor's agenda itself to Kate Kondayen and I. Please refer any comparisons to Knute Buehler's positions on education or any other campaign related questions to Christian.

Thanks,

Chris

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: Helen Jung <hjung@oregonian.com>

Date: Wednesday, August 29, 2018 at 10:44 AM

To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, Christian Gaston
<christian@katebrownfororegon.com>

Subject: Gov. Brown's education plan

Hi Chris and Christian,

I have a few questions about the governor's plan for education. Can you direct me to the best contact on this?

Thanks,

Helen



The Oregonian OREGONLIVE
OREGONIAN MEDIA GROUP

Helen Jung
Editorial writer
1500 SW 1st Ave, Suite 400
Portland, OR 97201

hjung@oregonian.com

work: 503-294-7621

cell: 503-314-2726

Twitter: @helenjung



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From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#); [LABAR James * GOV](#); [KONDAYEN Kate * GOV](#); [KORESKEI Debbie * GOV](#)
Subject: FINAL Housing White Paper: GKB Approved
Date: Thursday, August 30, 2018 1:19:41 PM
Attachments: [Housing CP 8.30 115 PM.pdf](#)

Hi all,

GKB had a couple edits to the accomplishments section, to take a bit more delivery of the accomplishments themselves. I've added those in the attached.

Unless Kate and I hear any objections, we will send to OPB at 2p.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Housing Policy Agenda:

Housing Stability for Children, Veterans,
and the Chronically Homeless and
Increased Housing Supply for Urban
and Rural Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 30, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that focus on areas where the impacts of the housing shortage are the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. One overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time supporting development partners to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases.



Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing for the Chronically Homeless*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by tripling the existing pipeline to 25,000 homes by 2023, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than white Oregonians.³

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



4. *Ibid.*

5. *National Low Income Housing Coalition, The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. *U.S. Census Bureau, Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. *U.S. Census Bureau, 2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

According to the 2017 Point-in-Time Count, 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015.⁴ The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet is a collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which includes populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent supportive housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Urban Oregonians are not the only people facing housing challenges. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that disincentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable.

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.



RECENT ACCOMPLISHMENTS

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include:

ONE: Increased development of affordable homes

Under Governor Brown's leadership, Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁷ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously

underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state, at Governor Brown's direction, has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Note: All three numbers include preservation as well as new homes.



Ground

THREE: Rural housing projects

In 2018, Governor Brown directed the Regional Solutions Cabinet to create the Workforce Housing Initiative. This is a funded partnership between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald: GK Machine and the City of Donald
- Pacific City: Nestucca Ridge Development
- Warm Springs: Jefferson County School District
- Harney County: Community Response Team
- Lincoln County: Proud

FOUR: Supporting first-time homebuyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

prices are out of reach. A key component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a statewide housing roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Goal: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's agenda has four strategies that focus on areas where the impacts of the housing shortage have been the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases.



The Governor's Strategies:

ONE: Prioritize Ending Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁸

TWO: House Oregon's Veterans

End veteran homelessness in Oregon by ensuring veterans have an array of options to find and retain housing that meets their needs.

THREE: Invest in Permanent Supportive Housing for the Chronically Homeless

Move people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing.

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies.



ONE: Prioritize Ending Children's Homelessness:

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to

engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.¹⁹

B. Dedicate resources to address the homeless crisis by raising funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and

18. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

19. OHCS estimate based on current LIFT investment experience.



to deliver the most impactful results for homeless individuals and families.

C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 (2017).²⁰

E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²¹

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

20. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

21. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's Veterans: *Finish the job of ending veteran homelessness in Oregon.*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²²

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

22. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.

name list of homeless veterans, allowing for real-time data collection and detailed outcome tracking. The by-name lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homelessness prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.



THREE: Invest in Permanent Supportive Housing for the Chronically Homeless: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care.*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with HB 3063 (2017)



requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Increase Oregon's housing supply in both metropolitan and rural areas by a) expanding the workforce housing initiative, b) improving the path to build and permit innovative building types, and c) promoting training and apprenticeship programs for construction, particularly in rural Oregon.*

In her travels across the state, Governor Brown has heard from that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project, which launched in 2017.

Under the pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing



developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects.

The Accelerator will use \$15 million in resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities statewide.²⁴

The Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low-quality housing stock. The changes would make \$20 million available to developers

by reducing the risk to housing lenders to facilitate development throughout greater Oregon.

In addition, Oregon will enhance the path to permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes, enabling local jurisdictions to adapt to the ever-changing market and support local businesses with a highly skilled workforce.

Governor Brown launched Future Ready Oregon to close the skills gap. HB 4144 (2018) turned wage earners into job creators by helping construction workers who are interested in building affordable, low- and middle-income housing in rural Oregon access resources to support starting their businesses. In 2019 Governor Brown will expand funding for construction-related CTE startup costs and work with the industry to address other workforce barriers. Future Ready Oregon will help provide the workforce we need to increase the supply of homes across the housing spectrum throughout Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.



Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-80% MFI, less than \$59,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Full-time, minimum wage worker, 32% MFI, \$23,000 ○ Customer service representative, 55% MFI, \$40,000 ○ Two full-time min. wage workers, 65% MFI, \$47,000 ○ Carpenter, 70% MFI, \$51,000 • Housing context: <ul style="list-style-type: none"> ○ 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. ○ 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> • More permanent, affordable housing • LIFT • Preservation of affordable housing • Individual Development Account (IDA) • <i>Acquisition of “Naturally Occurring Affordable Housing”</i> • <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 80-120% MFI, between \$59,000 - \$88,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Police Officer, 91% MFI, \$66,000 ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at whatever price the local market is at	<ul style="list-style-type: none"> • <i>Greater Oregon Housing Accelerator</i>

From: [LESLIE Berri * GOV](#)
To: [PAIR Chris * GOV](#); [ISAAK Misha * GOV](#); [LEWIS-BERRY Jason * GOV](#)
Cc: [FISHER Nikki * GOV](#)
Subject: RE: BO investigation statement
Date: Thursday, August 30, 2018 1:28:04 PM

My only amendment would be to say instead of “as soon as possible” to instead say “and deliver a plan to implement them within 30 days.”

From: PAIR Chris * GOV
Sent: Thursday, August 30, 2018 12:56 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>; LEWIS-BERRY Jason * GOV <Jason.LEWIS-BERRY@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: BO investigation statement

Thoughts on this statement? Will only provide if asked. Also, would be great to get a sense of Harder’s timeline for staff notification tomorrow.

Governor Brown takes the concerns of state employees and any allegations of unacceptable behavior in the work place very seriously. That’s why both the Governor’s Office and Business Oregon leadership asked for an investigation by an independent investigator. Governor Brown has directed Chris Harder to accept all recommendations made the independent investigators and deliver a plan to implement them.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [CAPPS Lindsey D * GOV](#)
To: [MORAWSKI Lisa - CEDO](#); [STARR John - CEEdO](#)
Subject: RE: data-sharing agreement
Date: Thursday, August 30, 2018 1:39:25 PM

Lisa and John, Wanted your feedback on this response to Ben. Lindsey

Ben,

The process to develop a data sharing agreement for the operational and emerging program phase of our shared longitudinal data system has required a significant investment of time, and the contributions of each partner agency. It has also provided an important venue -- in addition to the cross-agency research team and the overarching SLDS Steering Committee on which you sit -- for collaboration among SLDS partner agencies to inform program implementation and further development of aligned governance protocols. Amidst many demands on her time, we have benefited from Amy's leadership, expertise and guidance, both informing the revised agreement for effective data-sharing as well as ongoing research and program planning.

We are in agreement on the importance of addressing the four issues you outline below, in the form of additional resource, governance protocols and further defining the explicit functions and authorities, as needed, for both the cross-agency research team and the Steering Committee. Underlying this commitment to effective partnership is a recognition of our shared values of data validity and research integrity, and the interdependence of our agencies and external partners in fulfilling these values through their actions. Certainly, tied to all of this is adequate staffing to both facilitate cross-agency collaboration and to execute and manage research projects with multiple agency partners.

I look forward to having further discussion of these items during our Fall Steering Committee meetings, addressing specific proposals for how these needs will be practically addressed going forward. It will be important to include our agency research directors in these proceedings.

Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green
503.373.1283
debbie.green@state.or.us

From: CANNON Ben [Ben.Cannon@state.or.us]
Sent: Thursday, August 30, 2018 8:26 AM
To: CAPPS Lindsey D * GOV
Cc: COX Amy; BREW Bob K.; STARR John - CEEdO
Subject: data-sharing agreement

Lindsey,

Given the significant DOJ review of the proposed data-sharing agreement for legal protections to the partner agencies, the willingness that your team has shown to incorporate much of the feedback that HECC (specifically Amy Cox) has provided on the agreement, and the importance of moving forward with the SLDS, I am prepared to sign the agreement on behalf of HECC. Fundamentally, I am comfortable that nothing about the data-sharing agreement contravenes the HECC's obligations

under federal law for the safeguarding of the student records to which we are entrusted.

Our review did, however, illuminate several issues that must be addressed within the next several months in order for us to feel confident that the SLDS will not impose undue workload on agency staff, cause damage to the agency's reputation, or undermine the integrity and utility of the SLDS itself. These are issues that can be addressed separately from the data-sharing agreement, but should be addressed formally via budget/staffing plans, the governance agreement, or other written protocols that govern the operations of the SLDS:

1. Most broadly, and most fundamentally, the SLDS needs sufficient and appropriate staffing capacity to guide its implementation and use. Determining research priorities, vetting data reports, coordinating external research requests, responding to stakeholder feedback, identifying current limitations and guiding objectives for the future development of the system, for example, will require staff capacity that the Office of Longitudinal Data and Research (OLDR) appears not to have today. Notably, this type of leadership does not rely on IT competencies, but rather expertise in educational data, policy, and research. While the inter-agency research team is likely to have a significant role to play in this type of work, its members are unlikely to have the capacity to assume the new duties associated with administering the SLDS without jeopardizing their ability to meet existing state- and federally-mandated reporting requirements, as well as in collecting the data that populates the SLDS itself.
2. The data-sharing agreement refers to the OLDR's responsibility for identifying data gaps and notifying partner agencies (Section 7.2.2). Depending on what is meant by "data gaps," this may involve important and wide-ranging considerations about limitations of the current system and how it should be developed in the future. We would like to stress that this is a critical function that should be led by education research professionals in collaboration with the partner agencies.
3. We have asked repeatedly about how the SLDS will ensure that the measures it reports are consistent with measures reported separately by partner agencies such as the HECC. It should be a basic obligation of anyone who generates public reports from the SLDS to work with the partner agencies to ensure that the data tells a consistent story or, if for some reason it doesn't, that this is explained to users from the outset. Primary responsibility for this validation lies with the author of the public reports. In addition, authors should be required to obtain review by partner agencies before reports are released.
4. The data-sharing agreement stipulates that the OLDR may enter into contracts for SLDS work (Section 21.1). We would like to formalize our expectation that OLDR would not enter into contracts with external parties for *research* using the SLDS without the consent of the partner agencies or, alternately, that the partner agencies agree to standard language that would apply to all such contractors for external research.

I know it has taken a great deal of work for the CEdO team to reach this stage in the SLDS development. I am excited for next steps as we move towards launch and ongoing use of the system. I look forward to working with you to address the aforementioned issues, as well as others that arise along the way.

Sincerely,



Ben Cannon
Executive Director

OREGON HIGHER EDUCATION COORDINATING COMMISSION
www.oregon.gov/highered
Office 503-947-5948

From: [MORAWSKI Lisa - CEDO](#)
To: [BERNT Betty - ELD](#); [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: RE: Following up on child care
Date: Thursday, August 30, 2018 1:41:36 PM

That's great! Thanks Betty!

From: BERNT Betty - ELD <Betty.Bernt@ode.state.or.us>
Sent: Thursday, August 30, 2018 1:35 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: RE: Following up on child care

I think it went well. A little wordy perhaps, but nothing that caused alarm. They had a great conversation after the camera was off. Dick seems to be genuinely interested in early learning, so he could be a good outlet for our positive information.

He is going to pitch the story to KOHD (Bend station) and a Medford station, and will post it to his YouTube channel at some point.

Let me know if you have questions.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: BERNT Betty - ELD <Betty.Bernt@ode.state.or.us>
Sent: Thursday, August 30, 2018 10:58 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; BERNT Betty - ELD <betty.bernt@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: RE: Following up on child care

Works for me. The Council meeting is covering a lot of background on the cabinet and strategic plan, so the more brief statement is great. Thanks!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 30, 2018 10:40 AM
To: BERNT Betty - ELD <betty.bernt@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: Re: Following up on child care

I'm not sure how specific we should be about CC timing...

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Thursday, August 30, 2018 at 10:33 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: RE: Following up on child care

Is this enough?

1. There are growing concerns from child care providers across Oregon that adding even more rules will impact their business and will make it even more difficult to provide adequate care. How do you plan on addressing those concerns?
 - A complex set of factors affect supply.
 - Governor Brown, as you may know, **has convened** a Children's Cabinet comprised of state agency leaders from ELD, Health, ODE, Housing and Community Supports, and Human Services, as well as **and** key elected officials, **including** the Early Learning Council Chair, Sue Miller. ~~The Cabinet has been coordinating with the Early Learning Council's Strategic Planning process and recommendations will go forward to the Governor on September 4th to inform Governor Brown's early learning priorities.~~
 - The Early Learning Division is listening, and addressing the concerns of child care providers. When we have worked through the Children's Cabinet recommendations with the Governor, we will be able to share more in-depth information.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>
Sent: Thursday, August 30, 2018 10:17 AM
To: Weber, Roberta <Bobbie.Weber@oregonstate.edu>; CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>
Cc: BERNT Betty - ELD <betty.bernt@state.or.us>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: RE: Following up on child care

Yes, I think that is right – maybe adding a little bit of detail but keeping it as concise as possible.

From: Weber, Roberta <Bobbie.Weber@oregonstate.edu>
Sent: Thursday, August 30, 2018 10:10 AM
To: CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>

Cc: BERNT Betty - ELD <betty.bernt@state.or.us>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Re: Following up on child care

A complex set of factors affect supply.

From: CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>
Date: Thursday, August 30, 2018 at 10:04 AM
To: Roberta Weber <bobbie.weber@oregonstate.edu>
Cc: BERNT Betty - ELD <betty.bernt@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Re: Following up on child care

So if Dick asks the question re: how rules impact child care supply - what should Miriam pivot to?

Alyssa Chatterjee
Early Learning Division
Sent from my iPhone

On Aug 30, 2018, at 9:57 AM, Weber, Roberta <Bobbie.Weber@oregonstate.edu> wrote:

That makes sense to me.

Bobbie

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Thursday, August 30, 2018 at 9:54 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, Roberta Weber <bobbie.weber@oregonstate.edu>, BERNT Betty - ELD <betty.bernt@state.or.us>, CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Cc: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: RE: Following up on child care

Good Morning,

I just spoke with Lisa, and we're thinking it may be best for just Miriam to do a brief interview with Dick. The child care shortage issue is too complex for anything brief, and not something being addressed at the Council meeting. I think we will be better prepared to talk about it in a few weeks when the Children's Cabinet has more

information to share. Let me know if you have any questions. Thanks.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 30, 2018 12:12 AM
To: Weber, Roberta <Bobbie.Weber@oregonstate.edu>; BERNT Betty - ELD <betty.bernt@state.or.us>; CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>; TAYLOR Dawn - ELD <dawn.taylor@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Cc: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Re: Following up on child care

Thoughts in the attached.

+Pooja as an FYI

From: "Weber, Roberta" <Bobbie.Weber@oregonstate.edu>
Date: Wednesday, August 29, 2018 at 8:33 PM
To: BERNT Betty - ELD <betty.bernt@state.or.us>, CHATTERJEE Alyssa - ELD <alyssa.chatterjee@state.or.us>, TAYLOR Dawn - ELD <dawn.taylor@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>
Subject: Re: Following up on child care

Thanks so much for sharing the talking points. I am so grateful to those who know how to communicate about complicated and complex child care issues.

My main concern is that ELC/ELD communicate why the rules are being promulgated and not fall into being defensive. ELC/ELD did not create a system that is so unfair to providers. At the same time, ELC/ELD are mandated by our own principles, legislative action, and common sense to protect children while they are in child care. We care about providers but they are not the only or primary audience we serve. Providers are essential resources for families.

ELC/ELD have a responsibility to support their work. At the same time, ELC/ELD cannot fix the child care system by itself. 72% of the money in child care in Oregon comes directly from parents and they cannot pay the true cost of care. We need a multi-sector and public/private strategy to support families and the providers that serve them.

Bobbie

From: BERNT Betty - ELD <betty.bernt@state.or.us>
Date: Wednesday, August 29, 2018 at 7:05 PM
To: CHATTERJEE OEIB <alyssa.chatterjee@state.or.us>, Roberta Weber <bobbie.weber@oregonstate.edu>, TAYLOR Dawn - ELD

<dawn.taylor@state.or.us>, KONDAYEN Kate * GOV
<Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO
<lisa.morawski@state.or.us>, CALDERON Miriam - ELD
<miriam.calderon@state.or.us>

Subject: RE: Following up on child care

Good Evening,

Attached is a start to talking points for tomorrow's interview with Dick Hughes. Please let me know of any edits (I know the third question needs some work) or any other thoughts. Thanks.

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: BERNT Betty - ELD

Sent: Wednesday, August 29, 2018 2:57 PM

To: CALDERON Miriam - ELD <Miriam.Calderon@ode.state.or.us>; MORAWSKI Lisa - CEDO <Lisa.Morawski@ode.state.or.us>; 'KONDAYEN Kate * GOV' <Kate.KONDAYEN@oregon.gov>; TAYLOR Dawn - ELD <Dawn.Taylor@ode.state.or.us>; CHATTERJEE Alyssa - ELD <alyssa.chatterjee@ode.state.or.us>

Subject: FW: Following up on child care

FYI...

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>

Sent: Wednesday, August 29, 2018 2:56 PM

To: BERNT Betty - ELD <betty.bernt@state.or.us>

Subject: Re: Following up on child care

Questions include:

1. What do you hope these new child care rules will accomplish?
2. Why is now the time to adopt new rules?
3. There are growing concerns from child care providers across Oregon that adding even more rules will impact their business and will make it even more difficult to provide adequate care. How do you plan on addressing those concerns?
4. When will the new rules be implemented?

Thanks,

Dick

On Aug 28, 2018, at 4:17 PM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Hi Dick,

I think we can make an interview about child care rules work right after the meeting. As that's a bit of a tight timeline, can you let me know if you have a focus or potential questions? And is there a station you are working with on this story? We'd just like to be as prepared as we can be. Thanks!!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC <thehughesisms@gmail.com>
Sent: Tuesday, August 28, 2018 11:37 AM
To: BERNT Betty - ELD <betty.bernt@state.or.us>
Subject: Re: Following up on child care

My video camera and I plan to go to the Early Learning Council meeting Thursday. I would appreciate getting an interview with the appropriate people/person, either beforehand or afterward, about the child care rules — and anything else I should ask about.

(An interview often makes for better TV video than meeting conversation. I'm learning all these things now that I'm working with TV stations. It's fun to keep learning.)

Thanks,
Dick

Dick Hughes
Hughesisms LLC — “Telling stories with passion, power and precision”
TheHughesisms@Gmail.com
503.559.3019
[Facebook.com/Hughesisms](https://www.facebook.com/Hughesisms)

On Aug 28, 2018, at 10:17 AM, BERNT Betty - ELD
<betty.bernt@state.or.us> wrote:

Thanks Dick!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: Dick Hughes, Hughesisms LLC
<thehughesisms@gmail.com>
Sent: Tuesday, August 28, 2018 10:16 AM
To: BERNT Betty - ELD <betty.bernt@state.or.us>
Subject: Following up on child care

Betty,

In thinking about this, I think it would be best to contact reporter Anyssa Bohanan (abohanan@zolomedia.com) or News Director Curtis Vogel (Cvogel@zolomedia.com) directly.

Thanks for reaching out,

Appreciatively,
Dick

On Aug 22, 2018, at 12:54 PM, BERNT
Betty - ELD <betty.bernt@state.or.us>
wrote:

Hello Dick,

In speaking with ELD Director Miriam Calderon and the Early Learning Council Chair Sue Miller, we wanted to connect with you to provide more information about the enhancements the Office of Child Care (OCC) is making to our licensing program. While the KOHD/KBNZ [story](#) was timely and informational, we feel there is much more to say about the work we are doing to ensure the safety of young children in Oregon, while encouraging providers and potential providers to maintain active licenses and utilize OCC resources. We hope to provide the public with a better understanding of the Office of Child Care, as well as make them aware of the many resources available to assist both providers and parents in successful child care experiences.

We would welcome the opportunity to be part a follow-up story. Do you suggest I contact the station as well? If so, who would be the best contact person?

I would be happy to coordinate an interview or meeting, or provide information via email. Let me know if you are interested and/or available. Thanks!

Betty Bernt | Communications Director
Early Learning Division | 503-378-2792 | c: 503-856-6040

From: [BLOSSER Nik * GOV](#)
To: [MINER Jason * GOV](#); [MOLLER Mary * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: RUSH: BOF Letter
Date: Thursday, August 30, 2018 1:47:50 PM

I just approved. This is one of my favorite letters of all time.

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: MINER Jason * GOV <Jason.MINER@oregon.gov>
Date: Thursday, August 30, 2018 at 1:44 PM
To: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Fwd: RUSH: BOF Letter

Just FYI

Jason Miner
Natural Resources Policy Manager
Office of Governor Kate Brown

Assistant: Kourtney.linebaugh@oregon.gov

Begin forwarded message:

From: LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>
Date: August 30, 2018 at 12:29:02 PM PDT
To: GOV_DL_Sched_Office <GOV_Sched_Office_Dist@oregon.gov>
Cc: MINER Jason * GOV <Jason.MINER@oregon.gov>
Subject: RUSH: BOF Letter

Please process the attached Board of Forestry letter as soon as you are able.

Thank you all!

Kourtney

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#); [LABAR James * GOV](#); [KONDAYEN Kate * GOV](#); [KORESKEI Debbie * GOV](#)
Subject: Re: FINAL Housing White Paper: GKB Approved
Date: Thursday, August 30, 2018 1:49:44 PM

Go for it. Thanks for running through all the traps.

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 30, 2018 at 1:19 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: FINAL Housing White Paper: GKB Approved

Hi all,
GKB had a couple edits to the accomplishments section, to take a bit more delivery of the accomplishments themselves. I've added those in the attached.

Unless Kate and I hear any objections, we will send to OPB at 2p.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#); [LABAR James * GOV](#); [KONDAYEN Kate * GOV](#); [KORESKEI Debbie * GOV](#)
Subject: Re: FINAL Housing White Paper: GKB Approved
Date: Thursday, August 30, 2018 1:50:56 PM

Also – Chris, when can James individually email the housing paper to everyone who assisted, particularly:

Michael Schill
Bob Ball
Felisa Hagins
Speakers office
Nick Fish
And probably others, including OHCS

They should get advance copies. Can they go later today?

- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 30, 2018 at 1:19 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: FINAL Housing White Paper: GKB Approved

Hi all,
GKB had a couple edits to the accomplishments section, to take a bit more delivery of the accomplishments themselves. I've added those in the attached.

Unless Kate and I hear any objections, we will send to OPB at 2p.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [KONDAYEN Kate * GOV](#)
To: [EDLUND Tina * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: KGW QUESTION OHSU HEART TRANSPLANT
Date: Thursday, August 30, 2018 2:00:07 PM

OHSU is sending me their FAQ, but how about:

OHSU is taking one step at a time with patient care and health safety as their first priorities. They are taking extraordinary measures to make sure patients currently have what they need, and I expect nothing less of them.

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Date: Thursday, August 30, 2018 at 12:57 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: KGW QUESTION OHSU HEART TRANSPLANT

We should have a statement ready tho. This won't be the last of the inquiries and OHSU is a state entity.

Sent from my iPhone

On Aug 30, 2018, at 9:05 AM, PAIR Chris * GOV <Chris.PAIR@oregon.gov> wrote:

Tina,
Let us know if there's any value in responding. Otherwise, there's no need to. He's fishing.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 30, 2018, at 8:56 AM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Tina, Chris, heart transplant question. In all truthfulness, I have no idea if the Governor has followed the issue.

We can ignore, say that the Governor has not been briefed, or actually issue a statement. Either way, she'll need to be ready for this question next Friday at OHSU, and for any avails before then.

Sent from my iPhone

Begin forwarded message:

From: "Williams, R." <bwilliams@kgw.com>
Date: August 30, 2018 at 8:45:28 AM PDT
To: "Kate.KONDAYEN@oregon.gov" <Kate.KONDAYEN@oregon.gov>
Cc: KGW News Assignment Desk <KGWNewsAssignmentDesk@kgw.com>
Subject: KGW QUESTION OHSU HEART TRANSPLANT

Kate

KGW News is wondering if Governor Brown is following the problems at OHSU with the state's only heart transplant program being put on hold. Does she have any statement regarding the pause in heart transplant care? Is she going to direct anyone in the state to investigate what lead to OHSU having to take these measures?

<https://news.ohsu.edu/2018/08/30/statement-on-the-ohsu-heart-transplant-program>

<https://www.kgw.com/article/news/oregons-only-heart-transplant-hospital-suspends-procedures/283-588505838>

https://www.oregonlive.com/health/index.ssf/2018/08/remaining_heart_transplant_car.html

Thanks
Bruce

R BRUCE WILLIAMS
SENIOR CONTENT DISCOVERY EDITOR
KGW and kgw.com
A TEGNA Company
1501 SW Jefferson St.
Portland, OR 97201
Voice:503-226-5111
Fax: (503) 226-5059
www.kgw.com
newsdesk@kgw.com
bwilliams@kgw.com
[@rbwnwine](https://twitter.com/rbwnwine)

cid:image003.png@01D3AF20.7FB048B0



<image003.png>

From: [BLOSSER Nik * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: next policy team
Date: Thursday, August 30, 2018 2:09:33 PM

Hi – Wondering if you have any strong opinions about policy team next Tuesday. We are going to cover tribal stuff at the all staff, so policy team options I see are:

1. Medicaid financing by Tina
2. Policy agenda/whitepaper update (probably not really needed)

But I don't love either of these. Thoughts, please?

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [KONDAYEN Kate * GOV](#)
To: [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#); [LABAR James * GOV](#); [KORESKE Debbie * GOV](#)
Subject: Re: FINAL Housing White Paper: GKB Approved
Date: Thursday, August 30, 2018 2:09:46 PM
Attachments: [Governor Kate Brown Housing Agenda - 8.30.18.pdf](#)

Formatting tweak in the attached, which is 100% final. It's also available in the drive here:

<https://drive.google.com/open?id=1PufhtydkAEMFlagYdd9ytSavV98Qke43>

Sending to OPB now.

Thanks, everybody!

Kate

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Thursday, August 30, 2018 at 1:50 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: Re: FINAL Housing White Paper: GKB Approved

Also – Chris, when can James individually email the housing paper to everyone who assisted, particularly:

Michael Schill
Bob Ball
Felisa Hagins
Speakers office
Nick Fish
And probably others, including OHCS

They should get advance copies. Can they go later today?

- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 30, 2018 at 1:19 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV

<James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: FINAL Housing White Paper: GKB Approved

Hi all,

GKB had a couple edits to the accomplishments section, to take a bit more delivery of the accomplishments themselves. I've added those in the attached.

Unless Kate and I hear any objections, we will send to OPB at 2p.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

Housing Policy Agenda:

Housing Stability for Children, Veterans,
and the Chronically Homeless and
Increased Housing Supply for Urban
and Rural Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 30, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that focus on areas where the impacts of the housing shortage are the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. One overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time supporting development partners to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases.



Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing for the Chronically Homeless*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by tripling the existing pipeline to 25,000 homes by 2023, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than white Oregonians.³

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



4. *Ibid.*

5. *National Low Income Housing Coalition, The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. *U.S. Census Bureau, Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. *U.S. Census Bureau, 2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

According to the 2017 Point-in-Time Count, 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015.⁴ The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet is a collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which includes populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent supportive housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Urban Oregonians are not the only people facing housing challenges. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that disincentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable.

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>



RECENT ACCOMPLISHMENTS

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include:

ONE: Increased development of affordable homes

Under Governor Brown's leadership, Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁷ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously

underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state, at Governor Brown's direction, has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Note: All three numbers include preservation as well as new homes.



Ground

THREE: Rural housing projects

In 2018, Governor Brown directed the Regional Solutions Cabinet to create the Workforce Housing Initiative. This is a funded partnership between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald: GK Machine and the City of Donald
- Pacific City: Nestucca Ridge Development
- Warm Springs: Jefferson County School District
- Harney County: Community Response Team
- Lincoln County: Proud

FOUR: Supporting first-time homebuyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

prices are out of reach. A key component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a statewide housing roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Goal: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's agenda has four strategies that focus on areas where the impacts of the housing shortage have been the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases.



The Governor's Strategies:

ONE: Prioritize Ending Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁸

TWO: House Oregon's Veterans

End veteran homelessness in Oregon by ensuring veterans have an array of options to find and retain housing that meets their needs.

THREE: Invest in Permanent Supportive Housing for the Chronically Homeless

Move people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing.

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies.



ONE: Prioritize Ending Children's Homelessness:

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to

engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.¹⁹

B. Dedicate resources to address the homeless crisis by raising funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and

18. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

19. OHCS estimate based on current LIFT investment experience.



to deliver the most impactful results for homeless individuals and families.

C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 (2017).²⁰

E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²¹

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

20. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

21. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's Veterans: *Finish the job of ending veteran homelessness in Oregon.*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²²

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a by-

name list of homeless veterans, allowing for real-time data collection and detailed outcome tracking. The by-name lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homelessness prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

22. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.



THREE: Invest in Permanent Supportive Housing for the Chronically Homeless: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care.*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with HB 3063 (2017)



requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Increase Oregon's housing supply in both metropolitan and rural areas by a) expanding the workforce housing initiative, b) improving the path to build and permit innovative building types, and c) promoting training and apprenticeship programs for construction, particularly in rural Oregon.*

In her travels across the state, Governor Brown has heard from that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project, which launched in 2017.

Under the pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing



developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects.

The Accelerator will use \$15 million in resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities statewide.²⁴

The Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low-quality housing stock. The changes would make \$20 million available to developers

by reducing the risk to housing lenders to facilitate development throughout greater Oregon.

In addition, Oregon will enhance the path to permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes, enabling local jurisdictions to adapt to the ever-changing market and support local businesses with a highly skilled workforce.

Governor Brown launched Future Ready Oregon to close the skills gap. HB 4144 (2018) turned wage earners into job creators by helping construction workers who are interested in building affordable, low- and middle-income housing in rural Oregon access resources to support starting their businesses. In 2019 Governor Brown will expand funding for construction-related CTE startup costs and work with the industry to address other workforce barriers. Future Ready Oregon will help provide the workforce we need to increase the supply of homes across the housing spectrum throughout Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.



Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	Homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	Unsheltered homeless	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	Chronically homeless	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-80% MFI, less than \$59,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Full-time, minimum wage worker, 32% MFI, \$23,000 ○ Customer service representative, 55% MFI, \$40,000 ○ Two full-time min. wage workers, 65% MFI, \$47,000 ○ Carpenter, 70% MFI, \$51,000 • Housing context: <ul style="list-style-type: none"> ○ 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. ○ 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> • More permanent, affordable housing • LIFT • Preservation of affordable housing • Individual Development Account (IDA) • <i>Acquisition of “Naturally Occurring Affordable Housing”</i> • <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 80-120% MFI, between \$59,000 - \$88,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Police Officer, 91% MFI, \$66,000 ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at whatever price the local market is at	<ul style="list-style-type: none"> • <i>Greater Oregon Housing Accelerator</i>

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#)
Cc: [LABAR James * GOV](#); [KONDAYEN Kate * GOV](#); [KORESKE Debbie * GOV](#)
Subject: Re: FINAL Housing White Paper: GKB Approved
Date: Thursday, August 30, 2018 2:17:37 PM

Yes. Anytime After 430 works.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 30, 2018, at 1:50 PM, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov> wrote:

Also – Chris, when can James individually email the housing paper to everyone who assisted, particularly:

Michael Schill
Bob Ball
Felisa Hagins
Speakers office
Nick Fish
And probably others, including OHCS

They should get advance copies. Can they go later today?

- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 30, 2018 at 1:19 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
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Unless Kate and I hear any objections, we will send to OPB at 2p.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [PAIR Chris * GOV](#)
To: [EDLUND Tina * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: Re: KGW QUESTION OHSU HEART TRANSPLANT
Date: Thursday, August 30, 2018 2:18:46 PM

Is there any specific action to be considered to address this? If not, a defensive statement adds no value.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 30, 2018, at 2:14 PM, EDLUND Tina * GOV <Tina.EDLUND@oregon.gov> wrote:

Good.

Sent from my iPhone

On Aug 30, 2018, at 2:00 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

OHSU is sending me their FAQ, but how about:

OHSU is taking one step at a time with patient care and health safety as their first priorities. They are taking extraordinary measures to make sure patients currently have what they need, and I expect nothing less of them.

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Date: Thursday, August 30, 2018 at 12:57 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: KGW QUESTION OHSU HEART TRANSPLANT

We should have a statement ready tho. This won't be the last of the inquiries and OHSU is a state entity.

Sent from my iPhone

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Tina, Chris, heart transplant question. In all truthfulness, I have no idea if the Governor has followed the issue.

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Sent from my iPhone

Begin forwarded message:

From: "Williams, R." <bwilliams@kgw.com>
Date: August 30, 2018 at 8:45:28 AM PDT
To: "Kate.KONDAYEN@oregon.gov" <Kate.KONDAYEN@oregon.gov>
Cc: KGW News Assignment Desk <KGWNewsAssignmentDesk@kgw.com>
Subject: KGW QUESTION OHSU HEART TRANSPLANT

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https://www.oregonlive.com/health/index.ssf/2018/08/remaining_heart_transplant_car.html

Thanks

Bruce

R BRUCE WILLIAMS
SENIOR CONTENT DISCOVERY EDITOR

KGW and kgw.com

A TEGNA Company
1501 SW Jefferson St.

Portland, OR 97201

Voice: 503-226-5111

Fax: (503) 226-5059

www.kgw.com

newsdesk@kgw.com

bwilliams@kgw.com

@rbwnwine

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<image003.png>

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [LABAR James * GOV](#); [KONDAYEN Kate * GOV](#); [KORESKE Debbie * GOV](#)
Subject: Re: FINAL Housing White Paper: GKB Approved
Date: Thursday, August 30, 2018 2:18:52 PM

Okay –

James, can you please confirm the list of who you will send to after 4:30 today? Individual emails from these people would be great. Also add the people you met with (i.e. AKG).

Thanks -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 30, 2018 at 2:17 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Cc: LABAR James * GOV <James.Labar@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
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Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [BLOSSER Nik * GOV](#)
To: [CHEANG Sophorn * GOV](#); [LESLIE Berri * GOV](#)
Subject: Re: Weekly Updates - Sophorn
Date: Thursday, August 30, 2018 2:20:04 PM

Thanks, Sophorn. Plan for the steering committee looks great, too.

I am sending another email to you soon on COBID as well.

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: CHEANG Sophorn * GOV <Sophorn.CHEANG@oregon.gov>
Date: Thursday, August 30, 2018 at 1:02 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, Berri Leslie <Berri.Leslie@oregon.gov>
Subject: Weekly Updates - Sophorn

Hi Nik and Berri,

This second week is going by quickly. Here are some updates that I would like to share with you:

Internal Meetings

- I had meetings with Brendan, Chris, Annie (Phone call). I will be meeting with Cynthia and Sergeant Bates in the afternoon of 8/30/2018.
- Berri and I met earlier this week to discuss on Census Position Hiring, Staff Classification and Kathy's situation. We are making some changes that I will discuss more in details with you both in person.
- I met with Berri, Shelby and Bill to review the DEI office's budget.
- I met with Katy Coba and Madilyn Zike at DAS.
 - Madilyn shared with me a brief overview on all of the projects that she and Serena worked together which includes Pay Equity, Internship Program, Succession Plan Strategies, Trainings, Issues, etc. She and I will start our weekly check in to continue the conversation.
 - Katy briefly mentioned about the DEI committee that was formed under the Enterprise Leadership Team. Barry, Katy and I are planning to meet on 9/10 to discuss about this committee further.

General Updates

- I had a conversation with John McArdle who is Mayor of Independence and Director of Community and Government Relations at Linn-Benton Community College regarding 2020 Census. He was referred to me by Lisa Howard. He shared some of his concerns around the hard to count population in Polk County and expressed his interest to be more involved in future conversation. He was a committee member for the 2010 Complete

Count Committee in Polk County and plans to involve again this upcoming Census. I shared with him about our hiring status and will keep him informed for future conversation(s).

- Shelby shared with me two position descriptions for both Nakeia and Eloisa. These help me to prepare for the upcoming Classification Meeting with DAS.
- I met with Lucy at Oregon Advocacy Commissions Office to learn about the four Commissions and their current top strategic priorities which are:
 - Education
 - Jobs and the Economy
 - Healthcare
 - Justice, Safety and Policing
 - Civic Engagement
 - Housing and Stable Families
 - Environmental Justice
- I also met with Linda Castillo who is the Chair for Oregon Commission on Hispanic Affairs. There are a couple of questions she raised, which I will be sharing with you more in person.
- Executive Order 18-03 Implementation Plan: I am submitting a separate memo for this topic. (Please see attachment)

There are a few other things that I will check in with you during our weekly check-in meeting.

Sincerely,

Sophorn

--

Sophorn Cheang, Director
Diversity, Equity and Inclusion
Office of Governor Kate Brown
900 Court Street NE, Suite 254
Salem, OR 97301

Executive Assistant: Emily Coates
Emily.Coates@oregon.gov
503-378-6833

From: [BLOSSER Nik * GOV](#)
To: [LEWIS-BERRY Jason * GOV](#); [CHEANG Sophorn * GOV](#)
Cc: [LESLIE Berri * GOV](#)
Subject: COBID catch-up
Date: Thursday, August 30, 2018 2:20:52 PM

JLB – Maybe you’ve already talked with Sophorn about this, but if not I wanted to make sure the two of you get caught up on the backlog at COBID and Business Oregon’s plan to rectify the situation. Can you please connect on that if you haven’t already?

Thanks -- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [EDLUND Tina * GOV](#)
Subject: Re: KGW QUESTION OHSU HEART TRANSPLANT
Date: Thursday, August 30, 2018 2:21:23 PM

Not that I understand, as this is just a two-week suspension due to personnel shortages, and patients are getting continuous care. Tina?

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 30, 2018 at 2:18 PM
To: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: KGW QUESTION OHSU HEART TRANSPLANT

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Chris Pair
M: 503-559-5938
O: 503-378-8197

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https://www.oregonlive.com/health/index.ssf/2018/08/remaining_heart_transplant_car.html

Thanks

Bruce

R BRUCE WILLIAMS
SENIOR CONTENT DISCOVERY EDITOR
KGW and kgw.com
A TEGNA Company
1501 SW Jefferson St.
Portland, OR 97201
Voice: 503-226-5111
Fax: (503) 226-5059
www.kgw.com
newsdesk@kgw.com
bwilliams@kgw.com
[@rbwnwine](https://twitter.com/rbwnwine)

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<image003.png>

From: [PAIR Chris * GOV](#)
To: [MAUSETH Terra * GOV](#)
Cc: [KONDAYEN Kate * GOV](#); [FISHER Nikki * GOV](#); [LESLIE Berri * GOV](#)
Subject: Re: Oregon media list
Date: Thursday, August 30, 2018 2:21:43 PM

This is a really big ask. I'm not comfortable sharing our list. However, when the census staffer is on board, there may be an opportunity to collaborate and amplify messaging with the census.

From: MAUSETH Terra * GOV <Terra.MAUSETH@oregon.gov>
Date: Thursday, August 30, 2018 at 2:19 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: FW: Oregon media list

Hi,

Donald called me regarding this, and I had him email me the details. I said that I would forward it to our team.

Let me know if you need anything from me.

Thanks!

Terra

From: Donald C Bendz (CENSUS/LA FED) [mailto:donald.c.bendz@2020census.gov]
Sent: Thursday, August 30, 2018 2:16 PM
To: MAUSETH Terra * GOV <Terra.MAUSETH@oregon.gov>
Subject: Oregon media list

Hello Terra,

As I mentioned in our phone conversation, I'm reaching out to the different state offices in our region to compile a media list.

We would appreciate it if you could share your media list with us, so we can reach as many news outlets across Oregon, print, tv, radio etc, regarding job opportunities across the state with the 2020 Census.

If you have any questions please call or email me.

Thanks again.

Donald Bendz

Media Specialist

Los Angeles Regional Census Center

U.S. Census Bureau

213-314-6293

donald.c.bendz@2020census.gov

From: [PAIR Chris * GOV](#)
To: [ISAAK Misha * GOV](#); [LESLIE Berri * GOV](#); [LEWIS-BERRY Jason * GOV](#)
Cc: [FISHER Nikki * GOV](#)
Subject: Re: BO investigation statement
Date: Thursday, August 30, 2018 2:23:06 PM

Good comments all around. So here's the final:

Governor Brown takes the concerns of state employees and any allegations of unacceptable behavior in the workplace very seriously. That's why both the Governor's Office and Business Oregon leadership asked for an investigation by an independent investigator. Governor Brown has directed Chris Harder to accept all recommendations made the independent investigators and deliver a plan to implement them in 30 days.

From: ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>
Date: Thursday, August 30, 2018 at 1:54 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LEWIS-BERRY Jason * GOV <Jason.LEWIS-BERRY@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: RE: BO investigation statement

Agree with the statement, including changes. My only suggested nit is that "workplace" is usually one word.

Misha Isaak

General Counsel
Office of Governor Kate Brown
Legal Assistant: Shevaun Gutridge
(503) 378-6246 (w)
(503) 378-6827 (f)

From: LESLIE Berri * GOV
Sent: Thursday, August 30, 2018 1:28 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>; LEWIS-BERRY Jason * GOV <Jason.LEWIS-BERRY@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: RE: BO investigation statement

My only amendment would be to say instead of "as soon as possible" to instead say "and deliver a plan to implement them within 30 days."

From: PAIR Chris * GOV
Sent: Thursday, August 30, 2018 12:56 PM
To: LESLIE Berri * GOV <[Berri.Leslie@oregon.gov](#)>; ISAAK Misha * GOV <[Misha.ISAAK@oregon.gov](#)>;

LEWIS-BERRY Jason * GOV <Jason.LEWIS-BERRY@oregon.gov>

Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Subject: BO investigation statement

Thoughts on this statement? Will only provide if asked. Also, would be great to get a sense of Harder's timeline for staff notification tomorrow.

Governor Brown takes the concerns of state employees and any allegations of unacceptable behavior in the work place very seriously. That's why both the Governor's Office and Business Oregon leadership asked for an investigation by an independent investigator. Governor Brown has directed Chris Harder to accept all recommendations made the independent investigators and deliver a plan to implement them.

Chris Pair
Communications Director
Office of Governor Kate Brown
O: 503.378.8197 | M: 503.559.5938

From: [LESLIE Berri * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [BLOSSER Nik * GOV](#); [CAMPOS Shelby * GOV](#); [ZEJDLIK Gina * GOV](#)
Subject: Updated Budget Narrative
Date: Thursday, August 30, 2018 2:48:55 PM
Attachments: [A121 19-21 Governor's Office ARB Narrative DRAFT V1.docx](#)

Chris – is it still your plan to have your team update the budget narrative attached? We met with Bill today and he said it is due within the next two weeks.

BUDGET NARRATIVE

Governor's vision: Moving Oregon forward

Oregonians succeed in vibrant communities that offer opportunities for all individuals to reach their full potential. A thriving Oregon is resilient and sustains the well-being of current and future generations.

In working to move Oregon forward, Governor Brown expects state government to:

- (1) be open, accessible and accountable to its people;
- (2) reflect the diverse experiences and communities of all Oregonians; and
- (3) deliver services effectively and efficiently.

In advancing her vision for Oregon, she has established four areas of focus:

- **A seamless system of education** – every student receives the education, tools, and supports necessary to succeed in a global economy.
- **A thriving statewide economy** – when businesses in every corner of Oregon grow and expand, Oregonians have more opportunities for financial empowerment.
- **Responsible environmental stewardship** – when Oregon's natural environment is healthy and strong, so is our collective future.
- **Healthy and safe communities** – Oregonians thrive when they are healthy, safe, and able to live independently and with dignity.

The Office of the Governor – Summary

BUDGET NARRATIVE

The Governor is vested with the executive power of the state, charged with faithful execution of the laws, and responsible for providing leadership, planning, and direction for the Executive Branch of state government. She has authority to appoint most department and agency heads within the executive branch, as well as members of nearly 300 policymaking, regulatory and advisory boards and commissions.

The Governor proposes the state's biennial budget to the Legislature, recommends legislation, and may also call special sessions. She reviews all bills passed by the Legislature and may veto measures she believes are not in the public interest.

The Governor chairs the State Land Board, which manages state-owned lands. She directs state government's coordination with local and federal governments, and is Commander-in-Chief of the state's military forces. The Governor is also the Superintendent of Public Instruction with oversight of the state's public K-12 education system.

The Governor appoints judges to fill vacancies in judicial offices, has extradition authority, and may grant reprieves, commutations, and pardons of criminal sentences.

Authority

Constitution of Oregon, Article V

Oregon Revised Statutes, Chapter 176 - Generally. ORS 200.025 and ORS 243.315 place authority and responsibility with the Office of the Governor for the administration and regulation of the Advocate for Economic and Business Equity and the Diversity and Inclusion programs, respectively. ORS 284.555 and 284.560 place responsibility for creating the Economic Revitalization Team, now known as the Regional Solutions Team with the Governor and outline their role.

ORS 133.857 Uniform Criminal Extradition Act; Article IV, Section 2, clause 2 of the U. S. Constitution; 18 U.S.C. Section 3181-3195
Department of Administrative Services Administrative Rules

BUDGET NARRATIVE

Policy Areas

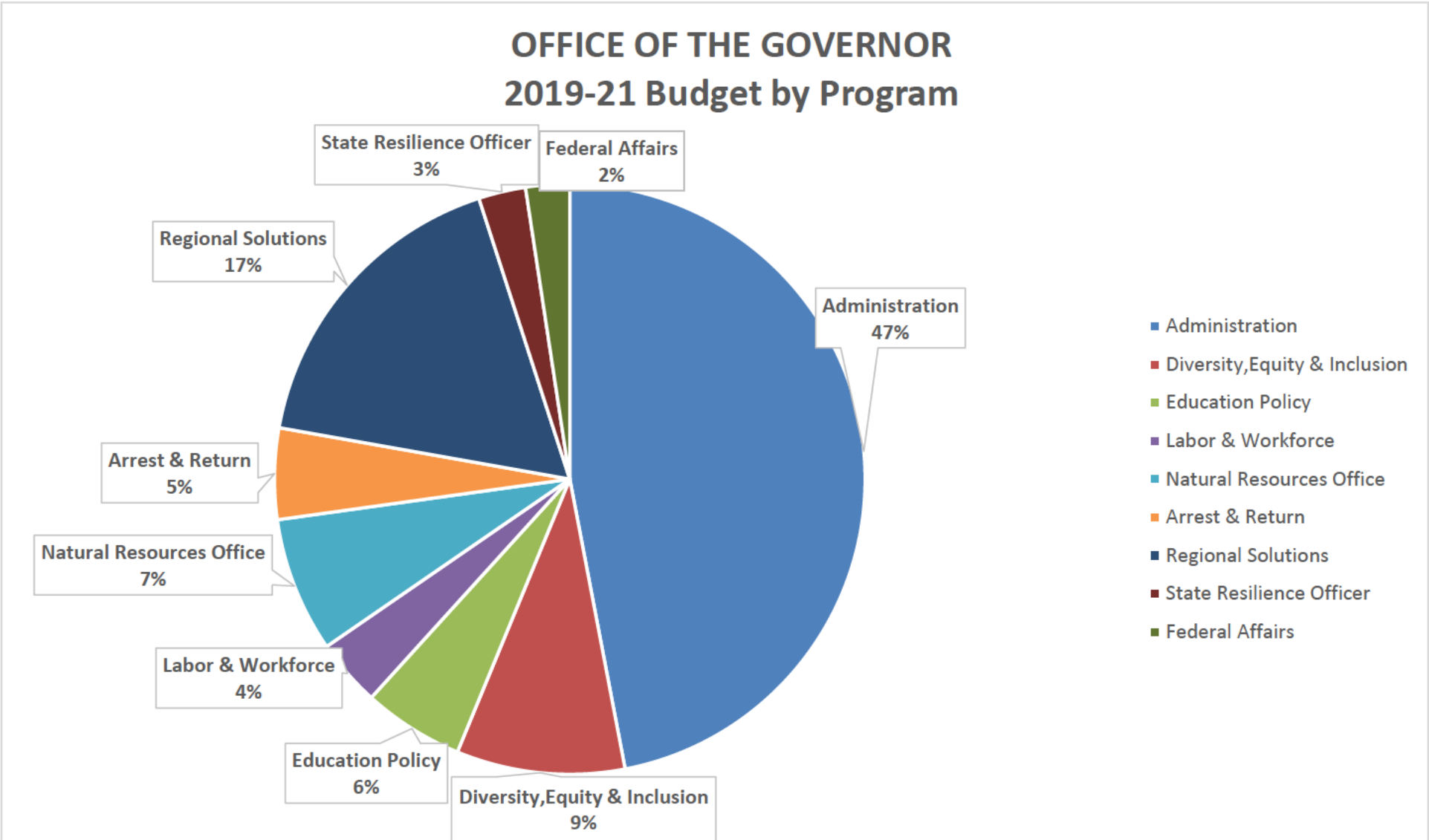
In advancing Governor Brown's policy agenda and priorities within her four areas of focus – a seamless system of education, a thriving statewide economy, responsible environmental stewardship, and healthy and safe communities – the Governor has established a team of policy advisors who engage with legislators, state agency staff, and stakeholders to develop and evaluate policy proposals and provide recommendations and advice to the Governor in specific policy areas. These areas are:

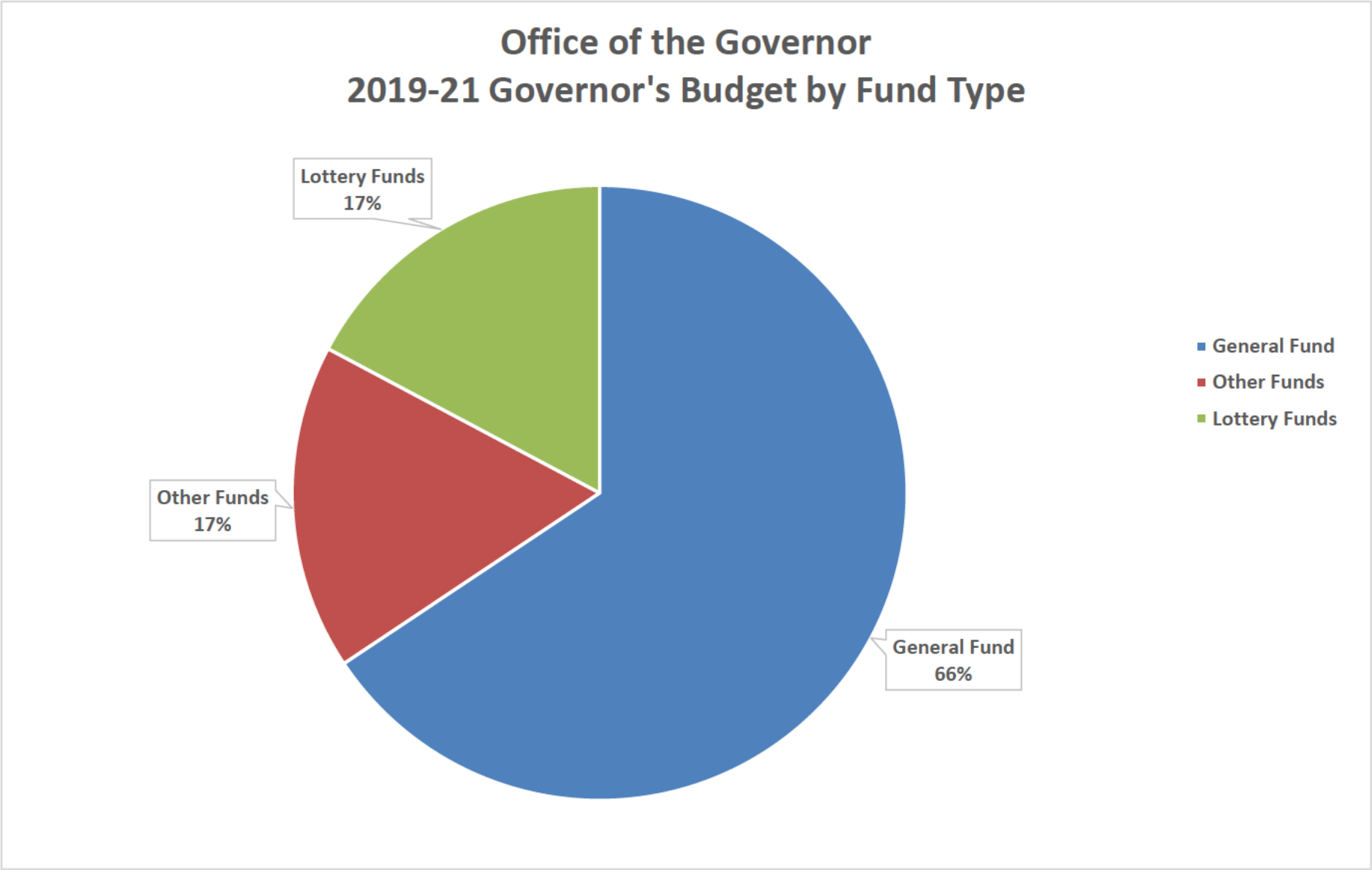
Diversity, Equity and Inclusion/Affirmative Action
Economic and Business Equity
Education
Energy
Health Care
Housing and Human Services
Jobs and Economy
Marijuana
Natural Resources
Public Safety
Regional Solutions
State Resilience Officer
Transportation
Veterans
Workforce and Labor

The day-to-day operations of the Governor's Office are overseen by her Chief of Staff, including core service areas such as Legislative Affairs; Communications and Constituent Services; General Counsel (includes Tribal Affairs, Ethics, Public Records and the Arrest and Return Program); Executive Appointments; Federal Affairs; Scheduling and Operations.

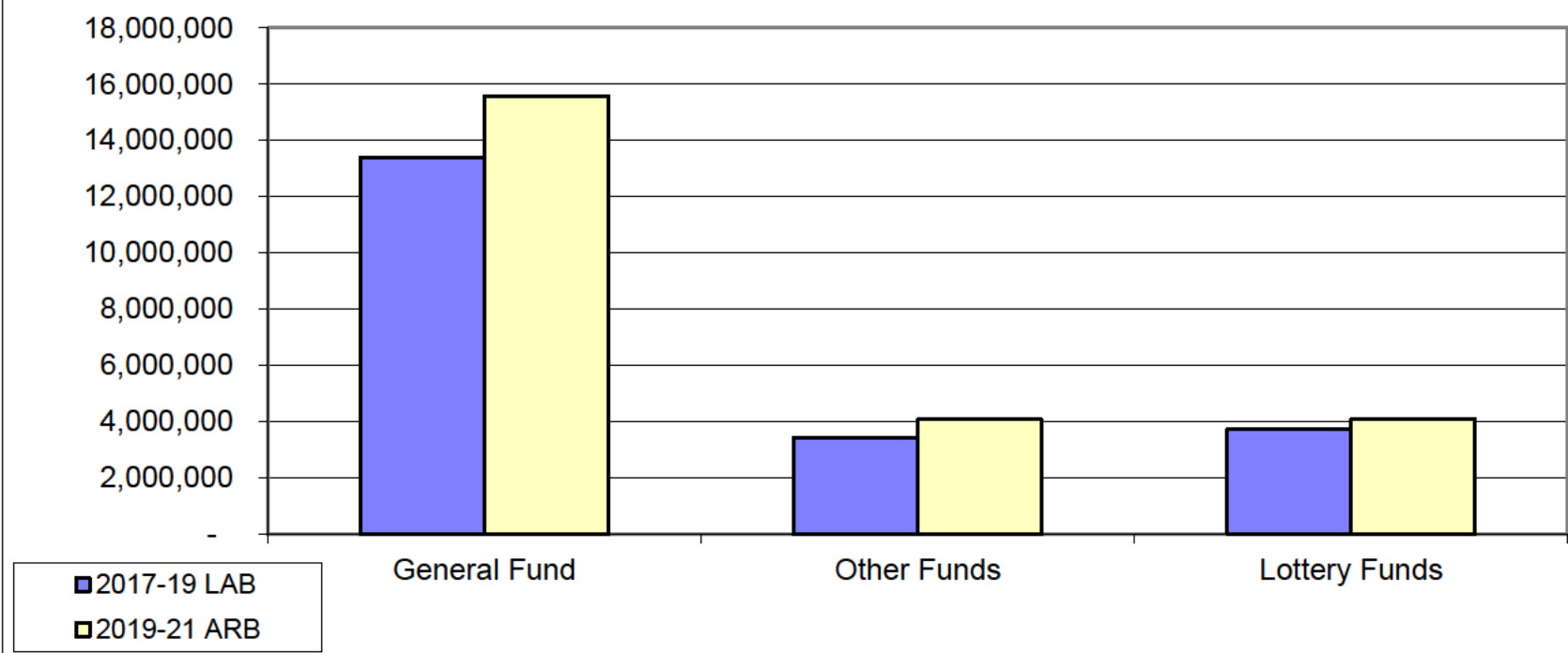
BUDGET NARRATIVE

Budget Summary Graphics





**Office of the Governor
Comparison of 2017-19 LAB vs 2019-21 ARB**



BUDGET NARRATIVE

Governor's Office: 10 Percent Reduction Options

ACTIVITY OR PROGRAM (WHICH PROGRAM OR ACTIVITY WILL NOT BE UNDERTAKEN)	DESCRIBE REDUCTION (DESCRIBE THE EFFECTS OF THIS REDUCTION. INCLUDE POSITIONS AND FTE IN 2017-19 AND 2019-21)	AMOUNT AND FUND TYPE (GF, LF, OF, FF. IDENTIFY REVENUE SOURCE FOR OF, FF)	RANK AND JUSTIFICATION (RANK THE ACTIVITIES OR PROGRAMS NOT UNDERTAKEN IN ORDER OF LOWEST COST FOR BENEFIT OBTAINED)
First 5 Percent Cut			
GENERAL COUNSEL ARREST AND RETURN – EXECUTIVE ASSISTANT 2	\$87,434 PERSONAL SERVICES AND \$11,250 SERVICES AND SUPPLIES \$98,684 TOTAL 1 POSITION, .50 FTE	GENERAL FUNDS	LIMITS THE ABILITY TO RESPOND TO ISSUES FROM THE ARREST AND RETURN PROGRAM.
NATURAL RESOURCES – EXECUTIVE ASSISTANT 2	\$139,565 PERSONAL SERVICES AND \$18,500 SERVICES AND SUPPLIES \$158,065 TOTAL 1 POSITION, 1.00 FTE	GENERAL FUNDS	REDUCES CAPACITY TO ADVANCE GOVERNOR'S INITIATIVES, OVERSEE AND ENGAGE AGENCIES ON POLICY ISSUES AND RESPOND TO STAKEHOLDERS.
EDUCATION - EXECUTIVE ASSISTANT 2	\$174,858 PERSONAL SERVICES AND \$18,500 SERVICES AND SUPPLIES \$193,358 TOTAL 1 POSITION, 1.00 FTE	GENERAL FUNDS	REDUCES CAPACITY TO ADVANCE GOVERNOR'S INITIATIVES, OVERSEE AND ENGAGE AGENCIES ON POLICY ISSUES AND RESPOND TO STAKEHOLDERS.
ADMINISTRATION MEDIA STRATEGIST	\$284,504 PERSONAL SERVICES AND \$22,500 SERVICES AND SUPPLIES \$307,004 1 POSITION, 1.00 FTE	GENERAL FUNDS	REDUCES CAPACITY TO ADVANCE GOVERNOR'S INITIATIVES, OVERSEE AND ENGAGE AGENCIES ON POLICY ISSUES AND RESPOND TO STAKEHOLDERS.
REGIONAL SOLUTIONS – POLICY ADVISOR	\$148,353 PERSONAL SERVICES AND \$56,374 SERVICES AND SUPPLIES \$204,727 TOTAL .50 FTE	LOTTERY FUNDS	LIMITS THE ABILITY TO RESPOND TO ISSUES FROM THE REGIONAL SOLUTIONS STAKEHOLDERS.
HEALTH CARE DEPUTY POLICY ADVISOR	\$156,082 PERSONAL SERVICES AND \$11,250 SERVICES AND SUPPLIES \$167,332 .50 FTE	OTHER FUNDS	REDUCES CAPACITY TO ADVANCE GOVERNOR'S INITIATIVES, OVERSEE AND ENGAGE AGENCIES ON POLICY ISSUES AND RESPOND TO STAKEHOLDERS.

BUDGET NARRATIVE

Second 5 Percent Cut			
ADMINISTRATION	\$11,014 – SERVICES AND SUPPLIES	GENERAL FUNDS	LIMITS THE ABILITY TO FOR STAFF TRAINING.
REGIONAL SOLUTIONS – POLICY ADVISOR	\$148,353 PERSONAL SERVICES AND \$56,374 SERVICES AND SUPPLIES \$204,727 TOTAL 1.00 50 FTE	LOTTERY FUNDS	LIMITS THE ABILITY TO RESPOND TO ISSUES FROM THE REGIONAL SOLUTIONS STAKEHOLDERS.
ADMINISTRATION – DEPUTY CHIEF OF STAFF	\$385,042 PERSONAL SERVICES AND \$22,574 SERVICES AND SUPPLIES \$407,542 TOTAL 1 POSITION, 1.00 FTE	GENERAL FUNDS	REDUCES CAPACITY TO ADVANCE GOVERNOR’S INITIATIVES, OVERSEE AND ENGAGE AGENCIES ON POLICY ISSUES AND RESPOND TO STAKEHOLDERS
NATURAL RESOURCES – POLICY ADVISOR	\$338,010 PERSONAL SERVICES AND \$22,500 SERVICES AND SUPPLIES \$360,510 TOTAL 1 POSITION, 1.00 FTE	GENERAL FUNDS	REDUCES CAPACITY TO ADVANCE GOVERNOR’S INITIATIVES, OVERSEE AND ENGAGE AGENCIES ON POLICY ISSUES AND RESPOND TO STAKEHOLDERS
HEALTH CARE DEPUTY POLICY ADVISOR	\$156,082 PERSONAL SERVICES AND \$38,750 SERVICES AND SUPPLIES \$167,332 TOTAL 1 POSITION, .50 FTE	OTHER FUNDS	REDUCES CAPACITY TO ADVANCE GOVERNOR’S INITIATIVES, OVERSEE AND ENGAGE AGENCIES ON POLICY ISSUES AND RESPOND TO STAKEHOLDERS.

BUDGET NARRATIVE

Governor's Office Revenue Discussion

The 2019- 21 Agency Requested Budget for the Office of the Governor is financed primarily with General Funds.

Other Funds consist of revenue transfers from the Departments of Administrative Services, Business Development, Justice, Consumer and Business Services, Public Employees Retirement System, Employment, Higher Education Coordinating Commission and Transportation. The Diversity and Inclusion program is financed by a state agency assessment through the Department of Administrative Services, Chief Human Resources Office. Economic and Business Equity program is funded by The Certification Office for Business Inclusion and Diversity (COBID) program is funded by a combination of an FTE-based assessment and subscriptions for directories of certified firms. The Arrest & Return program receives partial reimbursement for the cost of child support extraditions from the Department of Justice and court ordered restitution from the Criminal Fines and Assessment Account at the Department of Revenue. The remaining transfers from other agencies were budgeted to fund specific positions within the Governor's Office.

The Regional Solutions is funded by lottery dollars.

BUDGET NARRATIVE

Basis for Estimate

The amounts reflect what other agencies plan to transfer in the 2019-21 biennium. The amounts are:

	19-21 Revenue Transfers		
	AGENCY REQUEST BUDGET	GOVERNOR'S BUDGET	LEGISLATIVEELY ADOPTED BUDGET
Administration	890,000.00	-	-
Diversity and Inclusion	870,000.00	-	-
Governor's Policy Advisor for Economic and Business Equity	848,200.00	-	-
Workforce Policy	490,000.00	-	-
Arrest & Return	24,582.00	-	-
TOTAL	3,122,782.00	-	-

BUDGET NARRATIVE

Administration

The Office of the Governor administration includes Legislative Affairs; Communications and Constituent Services; General Counsel; Executive Appointments; Scheduling; Operations; Jobs and Economy Policy; and Marijuana Policy.

Diversity, Equity and Inclusion / Affirmative Action

The work of the Governor's Office for Diversity, Equity and Inclusion/Affirmative Action is guided by federal and state statutes for equal employment opportunity, non-discrimination and affirmative action. Federal and state rules relative to Equal Employment Opportunity and Affirmative Action protect the rights of all individuals to take and maintain a job, engage in all activities of the State, and to advance their position, free from discrimination on the basis of age, disability, marital status, national origin, race, religion, veteran's status, gender, or sexual orientation. These statutes and guidelines stipulate that all individuals have the right to lodge a complaint if they feel they have been subject to discrimination, harassment, or retaliation. This office provides leadership and support for agencies to establish programs and resources that address issues and conditions of discrimination, both intentional and unintentional.

Economic and Business Equity

Authority for the Advocate for Economic and Business Equity, formerly the Minority, Women, and Emerging Small Business, is established under ORS 200.025. The Advocate is a member of the Governor's staff and is appointed by the Governor. The role of Advocate is currently included in the staff position of Director of Diversity, Equity and Inclusion. The Advocate is responsible for advising the Governor on activities and initiatives that promote the economic integration of minorities, women, veterans and emerging small businesses into the business sector; promoting opportunities for certified firms by working with government agencies and the private sector to promote economic growth; preparing an annual report to the Governor, Director and Legislative Assembly on the status of minorities and women in the marketplace, accomplishments and resolution of issues of concern to minority and women's enterprises, and recommendations for executive and legislative actions.

Education Policy

BUDGET NARRATIVE

Oregon's current education funding and governance process requires a new approach to deliver better results for students, more resources for teachers, and better value for the future of the state. The Education Policy Office is focused on identifying research and policy options to create an efficient and accountable funding and governance system for public education that integrates early childhood development with K-12 and post-secondary education and training, with the goal of building a seamless system that prepares students to succeed in a global economy.

Workforce and Labor

Workforce and Labor policy office represents the governor on labor and collective bargaining issues. In addition, the advisor guides development of state-level policy related to education and workforce issues by providing leadership for and serving as a liaison between state and local efforts in education, training and workforce development, and by ensuring alignment of statewide, local and regional strategic plans through collaboration with local workforce investment boards. The advisor seeks input from business and industry organizations, labor organizations, state agencies, local education providers, local government, community-based organizations, and public and private postsecondary colleges and schools.

Governor's Natural Resource Office

The Governor's Natural Resources Office (GNRO) provides policy analysis and advice to the Governor's Office on environmental and natural resources issues. GNRO works with more than a dozen state agencies to advance and implement the Governor's natural resource and environmental agenda, and to assist state departments in managing issues and advancing their budget requests and legislative proposals to the Legislature.

Arrest & Return

Extraditions (formal requisitions, formal warrants, writs, waivers, Interstate Agreement on Detainers) are funded by the state of Oregon through the Arrest & Return Program. The program assists the Governor with carrying out the statutory requirement of extraditions and renditions. The Director of Extradition Services has been entrusted by the Governor with discretion to review, authorize and approve the funding of the return of fugitives from other states or countries to Oregon. The Governor's office establishes program direction through extradition policy, which is developed on a biennial basis with input from stakeholders. Extradition policy includes criteria to be used in determining whether or not to seek extradition. In the past, the Legislature has used the policy to establish funding.

Northwest Shuttle System:

BUDGET NARRATIVE

The Northwest Shuttle System began as a cooperative agreement between Oregon's 36 counties to exchange prisoners between agencies within the state. County transport units from around the state quickly coordinated regular runs and developed guidelines for the organized movement of prisoners both in Oregon and beyond. It has become the primary means of fugitive retrieval for the State because of the significant cost savings to the system. The State does not administer the shuttle system, but it supplements one of the counties and the Department of Corrections for mileage and lodging and, on occasion, provides equipment to the participating counties. The shuttle system is administered by transport officials throughout the state of Oregon who meet semi-annually for this purpose.

Regional Solutions

The Regional Solutions approach to community and economic development recognizes the unique needs of each Oregon region, and the importance of working locally to identify priorities, solve problems, and seize opportunities to get projects done. Since 2011, state resources have been aligned throughout Oregon to accomplish these goals through Regional Solutions Advisory Committees, Centers, and Teams. In February 2014 the legislature adopted House Bill (HB) 4015 establishing the Regional Solutions program into law (Oregon Laws 2014, Chapter 82).

The regional boundaries are strategically aligned with the 11 federally designated Economic Development Districts. For each region, the Governor appoints advisory committee members representing the private, public, and philanthropic sectors. Over 100 local elected officials, business representatives, foundation representatives, and citizens serve on advisory committees. These 11 committees identify regional priorities and help leverage local resources to address these priorities.

Six Regional Solutions Centers are located around Oregon to align investments in support of the region's priorities. Five core state agencies – the departments of transportation (ODOT), land conservation and development (DLCD), environmental quality (DEQ), housing and community services (OHCS), and business development (OBDD/Business Oregon) – co-locate their regional staff in these centers to form Regional Solutions Teams (RSTs). Coordination for these teams is provided by the Governor's Regional Solutions Coordinators. The teams work together to complete regional priority projects and serve as quick response problem solvers.

Through their efforts, significant progress has been made statewide to address infrastructure needs, industrial lands readiness, workforce housing needs, and to support local businesses through loans, grants, and incentives. Additionally, the RSTs help integrate and align permitting requirements and remove barriers to business retention and expansion.

BUDGET NARRATIVE

Federal Affairs

Federal Affairs staff serve as liaisons between the Governor's Office and Oregon's Congressional delegation and other federal authorities, sharing information and collaborating on issues of common interest to the State of Oregon.

State Resiliency Officer

This position was established in the Governor's Office by HB 2270 (2015) to direct, implement and coordinate seismic resilience and safety efforts by facilitating planning and preparation among state agencies and core sectors, and establishing goals and metrics for assessing progress towards stated goals.

DRAFT

BUDGET NARRATIVE

Essential Packages

010 Non-PICS Personal Services / Vacancy Factor

This package includes adjustments for mass transit due to adjustments in the salary plan, as well as the standard 3.8 percent inflationary increase for differential costs. It also includes adjustments to vacancy savings and costs for the PERS Pension Obligation Bond repayment.

022 Phase-Out Program & One-time Costs

This package phases out (\$3,952) Total Funds for all Non-PICS Personal Services and S&S related to the Oregon Volunteers Commission and the Oregon Census which was funded as one time for the 2017-19 biennium. (See SB 222 Chapter Law 776 2015)

031 Standard Inflation and State Government Service Charge

This package applies standard inflation as follows:

- Services and Supplies and Capital Outlay by the standard 3.8 percent
- Non-state employee and Professional Services costs by the standard 3.8 percent
- Attorney General costs by the allowable 20.14 percent

032 Above Standard Inflation

This package increases Services and Supplies – Uniform Rent by 19.65 percent to adjust for costs in the Statewide Price List.

BUDGET NARRATIVE

Policy Option Packages

Program Option Package: 101 Census Coordinator – 2020 Census

Companion Package: No

Purpose: This package will enable the Office of the Governor to ensure the Oregon Census 2020 activities are comprehensive and complete. This is important because the results of the 2020 census determines how congressional and state legislative seats are divided, the amount of federal dollars Oregon receives, the focus of health and wellness programs, decisions related to Social Security, and significant business decisions. It is important that all Oregonians are counted accurately.

How Achieved:

The Census Coordinator will serve as the primary point of contact for the Census Bureau employees and their operations. As part of this, the Census Coordinator will need to work regularly with local and regional census staff. The Census Coordinator will need to create and staff Oregon's "Every Vote Counts Committee," making sure to include critical voices in that process.

The Census Coordinator will also need to work with state and university employees who provide data and support to the U.S. Census Bureau to ensure all requests for information for the bureau are timely and well executed, disseminate information to local governments and constituency groups, and support the bureau by ensuring those same groups meet deadlines and key benchmarks for gathering information.

The Census Coordinator will also play a key role in educating the public and increasing awareness about the census before canvassers are in local communities.

Staffing Impact:

Establish one Limited Duration (LD), full-time Operations and Policy Analyst 4, SR 32 (.75 FTE)

Revenue Source:

\$235,938 General Fund

BUDGET NARRATIVE

Program Option Package: 102 Small Business Forums

Companion Package: No

Purpose: One of the Governor's top priorities is to create equity in how the state does business by providing equal access to state contracts for all Oregon businesses, regardless of size and geography. In order to achieve equity, Governor Brown released Executive Order 18-03, directing agencies to increase their work with minority, women, service-disabled, and emerging small businesses. This type of significant institutional change requires time and extensive outreach to engage with business communities across the state, particularly in rural areas. This funding will pay for employees to travel and work with businesses, particularly in rural Oregon, to be sure that Oregon's small businesses have the tools, resources, and education they need to successfully compete for state contracts.

How Achieved:

The Governor's office has created a series of co-sponsored events across Oregon to develop businesses that may otherwise struggle to compete. These events are partially funded by the Governor's office, but are mostly funded by sponsorships with local business and community groups. In addition to smaller local events, the Governor's office also coordinates the Governor's annual marketplace conference, which is a large statewide opportunity for businesses across Oregon to learn more about how to do business with the state and regional government. All of these events benefit from significant financial and resource contributions from our non-state government partners. Other participants at these events include the Oregon Small Business Development Program, Department of Administrative Services, Secretary of State, Oregon Department of Transportation, and Business Oregon.

Staffing Impact:

None

Revenue Source:

\$140,000 Other Funds Limited - Donations

BUDGET NARRATIVE

Program Option Package: 103 Diversity and Inclusion Coordinator

Companion Package: No

Purpose: The Office of Diversity, Equity, and Inclusion (DEI) oversees affirmative action implementation at state agencies and develops economic and business equity policy for the Governor. The Governor has established ambitious and aggressive goals for DEI, creating a need for the Diversity and Inclusion Coordinator position to assist in these program areas.

Affirmative action aims to increase diversity in recruitment, hiring, retention, promotion, and succession planning in state government agencies; provide leadership and support in the implementation of diversity, equity, and inclusion efforts across state agencies; increase enterprise awareness of the benefits of a diverse workforce; and create opportunities for external outreach and engagement with community partners and stakeholders.

Economic and business equity works to create an equitable opportunity to access government contracting and resources for business communities around the state; increase growth of small businesses in rural areas; increase enterprise awareness of the benefit of supplier diversity; remove barriers to growth for small businesses; increase the use of minority-owned, women-owned, service-disabled owned businesses and emerging small businesses (COBID-certified firms); and provide strong leadership and support to all agencies.

These goals require a fundamental change to how state government operates. To support a cultural shift of this scale, staffing and leadership is required to help Oregon state agencies think differently about their work and adapt their practices to work toward these aggressive affirmative action and business equity goals.

Significant momentum and results have already been achieved under Governor Brown's leadership over the past three years:

- The bimonthly DI AA EEO meetings, which provide information and support to state government affirmative action representatives have increased attendance by more than 90 percent, have 100 percent agency participation in affirmative action plan submission, and increased agency awareness of the importance of affirmative action, employee resource groups, and community engagement.
- The affirmative action manager revamped the biennial affirmative action summary report; produced an updated affirmative action Executive Order (AA EO 17-11) in 2017; and provided training for internal and external partners on diversity, equity, and inclusion; affirmative action; and equal employment opportunity.
- The economic and business equity manager revived the annual Governor's Marketplace Conference in March 2017 and nearly doubled the size of attendance with expansive session offerings for small businesses in March 2018.

BUDGET NARRATIVE

- Executive Order 18-03, produced in March 2018, established a foundation for which state agencies will work to increase supplier diversity and create a platform for collaboration of statewide efforts to increase state contract dollars awarded to COBID-certified firms.
- In 2018, statewide community engagement increased, creating access and connections for rural business communities and in collaboration with Business Oregon, continues to generate an increase of COBID-certified firm applicants.

This position will enable the Office of the Governor to provide additional statewide support and coordination, both internally and externally, of affirmative action and economic and business equity work under the Office of Diversity, Equity, and Inclusion.

How Achieved:

The Diversity and Inclusion Coordinator will be responsible for analyzing current programs, policies, and practices related to statewide affirmative action, diversity, and inclusion, and business equity programs. As part of this analysis, the coordinator will be responsible for comparing current practices with national trends and best practices to make recommendations about improvements in Oregon's policies and programs. These improvements will help Oregon agencies achieve our affirmative action goals while also working toward the goals outlined in the Governor's Executive Order 18-03, which reduces barriers and creates opportunities for small businesses who want to do business with state government. The Diversity and Inclusion Coordinator will also manage research studies, design new operational systems for state government that support these goals, and provide a voice across Oregon to engage communities in this effort. The Diversity and Inclusion Coordinator will also be responsible for managing workshops, trainings, and conferences, as well as managing a communications plan and strategy for internal and external stakeholders.

BUDGET NARRATIVE

Program Option Package: 104 Extradition Program – Shuttle Service

Companion Package: No

Purpose: This package will enable the Office of the Governor – Extradition program to continue the operations of the Northwest Shuttle Program. Extradition is a gubernatorial function by statute and plays an important role in the criminal justice system. By statute, the Arrest and Return Program reimburses the cost of extraditions requested by Oregon's 36 counties, the Department of Corrections, and the Psychiatric Security Review Board.

The Northwest Shuttle System is the lowest cost means of transporting fugitives to Oregon counties via vans. It consists of established routes and times between the counties using county – not State of Oregon – resources. Since the 1990s, with the savings the State of Oregon realizes from the shuttle system, vans and equipment have been purchased for Oregon counties as incentive for their continued participation in the shuttle system. Due to extensive use, vans must be replaced each biennium on a rolling basis as needed.

How Achieved: Purchase two 15 passenger vans to enable hub counties to continue operation of the Oregon Northwest Shuttle System. The cost per van is approximately \$36,000 for a total of \$72,000 in one-time package costs.

Background: Fugitives apprehended in any of the participating shuttle states are returned at minimal cost to the State of Oregon by local law enforcement agencies. Fugitives are moved by transport vans from one county to another in each participating shuttle state until delivered to the requesting agency in the requesting state. The cost savings realized by the State of Oregon from the use of this multistate and county-run shuttle system is substantial. Cost savings for the 2015-17 biennia were \$591,662.90. Examples of other figures are included in the Budget Narrative document. While the savings are significant for the State of Oregon, the governor's office understands that counties are absorbing state costs by participating in the shuttle system. Since the early 1990s, the State of Oregon redistributes a portion of the savings back to the counties in the form of vehicles, equipment, or both. This relationship maintains the counties' participation in the shuttle system and allows the State of Oregon's Arrest and Return Program to maximize extradition dollars.

The only cost to the state is the initial purchase of the vans. The county assumes the entire responsibility for the care and maintenance of the vehicle, holding the state harmless. The county is also responsible for caging and insurance costs. Lastly, the county must continue to participate in the shuttle system or the vehicle is returned for redistribution to a participating county. After three years or when the vehicle has high mileage, the state relinquishes the title of the vehicle to the county. All Oregon counties are eligible for state assistance. The Oregon Transport Association and the Director of Extradition Services determine where the vans and equipment are most needed to keep the shuttle system up and running.

BUDGET NARRATIVE

Staffing Impact:

None

Revenue Source: Use ending balance cash available from the restitution program

DRAFT

BUDGET NARRATIVE

Affirmative Action Statement

The Office of the Governor is committed to the belief and practice of equal opportunity and to affirmative action. Affirmative Action is the method through which the effects of past and present discrimination intended or unintended, on the basis of race, gender, or physical or mental disability can be eliminated.

Ongoing efforts to improve the representation of minorities, women, veterans, and disabled employees at all levels of state government. It is critical to achieve a workforce that equitably represents the demographic of the state in order to provide high quality and appropriate services.

Additionally, verbal, visual, and/or physical forms of racial, sexual, gender based, religious, and national origin harassment, and harassment motivated by an individual's real or perceived disability will not be tolerated. Training and education will be provided as a means of working toward the elimination of such inappropriate and unprofessional behavior.

Proactive and creative programs, approaches, and processes will be used to ensure a work environment that allows every individual the opportunity to reach his/her potential as a state employee.

From: [LESLIE Berri * GOV](#)
To: [Wyatt, Tom](#)
Cc: [BLOSSER Nik * GOV](#); [ANDREW Jennifer J * GOV](#); [Yalow, Elanna](#); [Sims, Celia](#)
Subject: RE: Friday phone call with Nik Blosser & Berri Leslie
Date: Thursday, August 30, 2018 2:50:38 PM

That is great news – look forward to tomorrow's conversation.

Berri

From: Wyatt, Tom [mailto:twyatt@kc-education.com]
Sent: Thursday, August 30, 2018 8:23 AM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Cc: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>; ANDREW Jennifer J * GOV <Jennifer.J.ANDREW@oregon.gov>; Yalow, Elanna <EYalow@kc-education.com>; Sims, Celia <csims@kc-education.com>
Subject: Re: Friday phone call with Nik Blosser & Berri Leslie

Thanks so much for reaching out Berri. I will have our Chief Academic Officer, Dr. Elanna Yalow, and our VP of Government Relations, Celia Sims, on the call with us. We are looking forward to the discussion.

Best,

Tom

From: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Sent: Wednesday, August 29, 2018 3:34 PM
To: Wyatt, Tom
Cc: BLOSSER Nik * GOV; ANDREW Jennifer J * GOV
Subject: Friday phone call with Nik Blosser & Berri Leslie

Mr. Wyatt,

Thank you for taking time Friday to talk with Nik and me about the Governor's vision for early care and education. During the past 18-months the Governor has convened a work group called the Children's Cabinet made up of state agency leaders, stakeholders and early learning experts around a discussion about how we can improve availability and access to affordable high quality child care in Oregon. This group has developed a set of recommendations to work toward that goal and we would really value your feedback about some of these ideas given that KinderCare provides care to more than 160,000 children. We think your feedback around

these solutions while we're in the development phase would be really valuable.

I'm confident you don't have extra time to read through our policy documents but I've attached two documents that will help to frame our conversation on Friday in the event that you can quickly review or read related pages. These include a DRAFT policy statement that isn't just about early care and education but about the Governor's plan for Oregon's most vulnerable kids and families. On page 5 and 6 you will see two sets of policy strategies that will be of particular interest to you. Those involving child care and preschool. I've also attached a DRAFT preschool policy proposal that outlines some strategies for improving both access, quality and opportunities to develop the preschool workforce. Both of these are DRAFT but as I mentioned we wanted your feedback while we're still in the development phase so please forgive the imperfect nature of these documents.

We'd be delighted with any feedback you have to share but specifically around whether you think these strategies would be solutions toward challenges you experience with your customers or within your organization around cost, workforce, access, quality, etc.

Thank you in advance for your time.

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

From: [LESLIE Berri * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: RE: next policy team
Date: Thursday, August 30, 2018 2:55:07 PM

I don't have any new ideas that could be pulled off before Tuesday.....I actually think the white paper update is helpful because there is still confusion about deadlines, content, etc. Not for lack of people being communicated with but rather because we all need to hear things multiple times and multiple ways for it to sink in.

If you genuinely feel like we don't need the meeting for content I'm always a fan of an informal get-together for team building and could put that on the calendar. Glad to support keeping what is on the agenda too.

From: BLOSSER Nik * GOV
Sent: Thursday, August 30, 2018 2:10 PM
To: LESLIE Berri * GOV <Berri.Leslie@oregon.gov>
Subject: next policy team

Hi – Wondering if you have any strong opinions about policy team next Tuesday. We are going to cover tribal stuff at the all staff, so policy team options I see are:

1. Medicaid financing by Tina
2. Policy agenda/whitepaper update (probably not really needed)

But I don't love either of these. Thoughts, please?



Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565


From: [CAPPS Lindsey D * GOV](#)
To: [CALDERON Miriam - ELD](#)
Cc: [TATE Ben - ELD](#); [MANDELL David P - ELD](#); [BHATT Pooja * GOV](#); [TAYLOR Dawn - ELD](#); [MICKELSON Sara - ELD](#)
Subject: Re: ELD Eboard Letter
Date: Thursday, August 30, 2018 3:11:35 PM

Miriam -- Governor's Office has reviewed. Please proceed with submission of letter.

Thank you to you and your team.

Lindsey

> On Aug 30, 2018, at 10:39 AM, CALDERON Miriam - ELD <miriam.calderon@state.or.us> wrote:
>
> Here it is again, noticed a typo. MC
>
> From: TATE Ben - ELD <Ben.Tate@ode.state.or.us>
> Sent: Thursday, August 30, 2018 9:10 AM
> To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; CALDERON Miriam - ELD
> <miriam.calderon@state.or.us>; MANDELL David P - ELD <david.mandell@state.or.us>; BHATT Pooja * GOV
> <Pooja.BHATT@oregon.gov>
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Date: Thursday, August 30, 2018 3:14:41 PM

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Subject: RE: ELD Eboard Letter
Date: Thursday, August 30, 2018 3:17:21 PM

Yes ... I'll send it shortly. Thanks!

Ben Tate
Chief of Staff
Early Learning Division | Oregon Department of Education
Office: 503.947.1409 | ben.tate@state.or.us
fb.me/OREarlyLearning

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From: [CAPPS Lindsey D * GOV](#)
To: [GEZELTER Lisa](#)
Cc: [CAPPS Lindsey D * GOV](#); [ROSSELLI Hilda - CEEdO](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: EAC policy recommendations?
Date: Thursday, August 30, 2018 3:31:40 PM

Hi Lisa,

I think we will but our team will discuss and circle back with you tomorrow. We're grateful for the opportunity.

Best,
Lindsey

On Aug 30, 2018, at 4:11 PM, Gezelter Lisa <Lisa.Gezelter@state.or.us> wrote:

Good afternoon,

It's been suggested that the Joint Committee have EAC attend the September 25 legislative days meeting and present policy recommendations, along with the Governor's Children's Cabinet, Colt's Safe & Effective Schools for All group, COSA's work groups, etc. Does EAC have any policy recommendations to make to the Joint Committee that will be ready to go by Sept. 25? The co-chairs would like to know that they will have recommendations to make before we talk about adding them to the agenda.

Thanks very much, as always.

Kind regards,

LISA GEZELTER | Analyst
[Legislative Policy and Research Office](#)

Oregon State Capitol
900 Court St NE Rm. 453
Salem, OR 97301
503-986-1664

Senate Committee on Education and Joint Committee on Student Success

From: [BLOSSER Nik * GOV](#)
To: [MOAWAD Heidi * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: Re: Armed Security for State & Local Agencies
Date: Thursday, August 30, 2018 3:32:58 PM

Okay, thanks. I assume Chris knows but +Chris just in case.

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: MOAWAD Heidi * GOV <Heidi.MOAWAD@oregon.gov>
Date: Thursday, August 30, 2018 at 2:46 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: FW: Armed Security for State & Local Agencies

I'm guessing this was what we were asked about last week. Different than how it was presented, but here is the current status--sounds like it's more of a DAS thing than a DPSST thing?

Sincerely,

Heidi Moawad
Public Safety Policy Advisor to Oregon Governor Kate Brown
(503) 986-6550

From: CRAIG Elizabeth * DAS
Sent: Thursday, August 30, 2018 2:41 PM
To: PAIR Chris * GOV; COBA Katy * DAS; MOAWAD Heidi * GOV
Subject: Armed Security for State & Local Agencies

DAS Procurement received a voicemail from Nigel Jaquiss today regarding armed security (particularly for Multnomah County). The issue as I understand it is that the state has used [DePaul Industries](#) for state and local jurisdictions who request unarmed security for many years. We have a statewide price agreement with DePaul, who is a Qualified Rehabilitation Facility. Contracts with QRFs are different in that they don't go through a competitive procurement process.

Due to recent requests from state and local agencies for armed security, DePaul has gone through a suitability determination for providing this service (per [OAR 125-055-0020](#)). They recently concluded that process and have staff who are now certified through DPSST to provide armed security (these are primarily retired law enforcement officers and veterans). See attached final order of suitability, which was posted for review and protest for 30 days on ORPIN, closing on August 27 (no protests received). We are now working on amending the statewide price agreement to include armed security services, and the PA should be in place by the end of September.

We know of several agencies who have inquired about armed security, including Multnomah

County, the Oregon Military Department, and Corrections.

I plan on giving Nigel a call later this afternoon. If you have any questions or concerns, please let me know.

Thanks,

Liz

Liz Craig

Communications Director

Department of Administrative Services

Office: 503-378-3118

Mobile: 503-877-8287

From: [MORAWSKI Lisa - CEDO](#)
To: [CAPPS Lindsey D * GOV](#); [STARR John - CEEdO](#)
Subject: RE: data-sharing agreement
Date: Thursday, August 30, 2018 4:20:06 PM

I like this, just made a few minor edits!

Ben,

Thank you for your thoughtful email and your continued support and commitment to our shared longitudinal data system. The process to develop an interagency data sharing agreement for the operational and emerging program phase of the SLDS ~~our shared longitudinal data system~~ has required a significant investment of time, and the contributions of each partner agency. It has also provided an important venue -- in addition to the cross-agency research team and the overarching SLDS Steering Committee on which you sit -- for collaboration among SLDS partner agencies to inform program implementation and further development of aligned governance protocols. Amidst many demands on her time, we have benefited from Amy's leadership, expertise and guidance, both informing the revised agreement for effective data-sharing as well as ongoing research and program planning.

We are in agreement on the importance of addressing the four issues you outline below, in the form of additional resources, governance protocols and further defining the explicit functions and authorities, as needed, for both the cross-agency research team and the Steering Committee. Underlying this commitment to effective partnership is a recognition of our shared values of data validity and research integrity, and the interdependence of our agencies and external partners in fulfilling these values through their actions. Certainly, tied to all of this is adequate staffing to both facilitate cross-agency collaboration and to execute and manage research projects with multiple agency partners.

I look forward to having further discussion of these items during our Fall Steering Committee meetings, addressing specific proposals for how these needs will be practically addressed going forward. It will be important to include our agency research directors in these ~~proceedings~~ discussions.

Lindsey

From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Sent: Thursday, August 30, 2018 1:39 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; STARR John - CEEdO <john.starr@state.or.us>
Subject: RE: data-sharing agreement

Lisa and John, Wanted your feedback on this response to Ben. Lindsey

Ben,

The process to develop a data sharing agreement for the operational and emerging program phase of our shared longitudinal data system has required a significant investment of time, and the contributions of each partner agency. It has also provided an important venue -- in addition to the cross-agency research team and the overarching SLDS Steering Committee on which you sit -- for collaboration among SLDS partner agencies to inform program implementation and further development of aligned governance protocols. Amidst many demands on her time, we have benefited from Amy's leadership, expertise and guidance, both informing the revised agreement for effective data-sharing as well as ongoing research and program planning.

We are in agreement on the importance of addressing the four issues you outline below, in the form of additional resource, governance protocols and further defining the explicit functions and authorities, as needed, for both the cross-agency research team and the Steering Committee. Underlying this commitment to effective partnership is a recognition of our shared values of data validity and research

integrity, and the interdependence of our agencies and external partners in fulfilling these values through their actions. Certainly, tied to all of this is adequate staffing to both facilitate cross-agency collaboration and to execute and manage research projects with multiple agency partners.

I look forward to having further discussion of these items during our Fall Steering Committee meetings, addressing specific proposals for how these needs will be practically addressed going forward. It will be important to include our agency research directors in these proceedings.

Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green

503.373.1283

debbie.green@state.or.us

From: CANNON Ben [Ben.Cannon@state.or.us]

Sent: Thursday, August 30, 2018 8:26 AM

To: CAPPS Lindsey D * GOV

Cc: COX Amy; BREW Bob K.; STARR John - CEEdO

Subject: data-sharing agreement

Lindsey,

Given the significant DOJ review of the proposed data-sharing agreement for legal protections to the partner agencies, the willingness that your team has shown to incorporate much of the feedback that HECC (specifically Amy Cox) has provided on the agreement, and the importance of moving forward with the SLDS, I am prepared to sign the agreement on behalf of HECC. Fundamentally, I am comfortable that nothing about the data-sharing agreement contravenes the HECC's obligations under federal law for the safeguarding of the student records to which we are entrusted.

Our review did, however, illuminate several issues that must be addressed within the next several months in order for us to feel confident that the SLDS will not impose undue workload on agency staff, cause damage to the agency's reputation, or undermine the integrity and utility of the SLDS itself. These are issues that can be addressed separately from the data-sharing agreement, but should be addressed formally via budget/staffing plans, the governance agreement, or other written protocols that govern the operations of the SLDS:

1. Most broadly, and most fundamentally, the SLDS needs sufficient and appropriate staffing capacity to guide its implementation and use. Determining research priorities, vetting data reports, coordinating external research requests, responding to stakeholder feedback, identifying current limitations and guiding objectives for the future development of the system, for example, will require staff capacity that the Office of Longitudinal Data and Research (OLDR) appears not to have today. Notably, this type of leadership does not rely on IT competencies, but rather expertise in educational data, policy, and research. While the inter-agency research team is likely to have a significant role to play in this type of work, its

members are unlikely to have the capacity to assume the new duties associated with administering the SLDS without jeopardizing their ability to meet existing state- and federally-mandated reporting requirements, as well as in collecting the data that populates the SLDS itself.

2. The data-sharing agreement refers to the OLDR's responsibility for identifying data gaps and notifying partner agencies (Section 7.2.2). Depending on what is meant by "data gaps," this may involve important and wide-ranging considerations about limitations of the current system and how it should be developed in the future. We would like to stress that this is a critical function that should be led by education research professionals in collaboration with the partner agencies.
3. We have asked repeatedly about how the SLDS will ensure that the measures it reports are consistent with measures reported separately by partner agencies such as the HECC. It should be a basic obligation of anyone who generates public reports from the SLDS to work with the partner agencies to ensure that the data tells a consistent story or, if for some reason it doesn't, that this is explained to users from the outset. Primary responsibility for this validation lies with the author of the public reports. In addition, authors should be required to obtain review by partner agencies before reports are released.
4. The data-sharing agreement stipulates that the OLDR may enter into contracts for SLDS work (Section 21.1). We would like to formalize our expectation that OLDR would not enter into contracts with external parties for *research* using the SLDS without the consent of the partner agencies or, alternately, that the partner agencies agree to standard language that would apply to all such contractors for external research.

I know it has taken a great deal of work for the CEEdO team to reach this stage in the SLDS development. I am excited for next steps as we move towards launch and ongoing use of the system. I look forward to working with you to address the aforementioned issues, as well as others that arise along the way.

Sincerely,



Ben Cannon
Executive Director

OREGON HIGHER EDUCATION COORDINATING COMMISSION
www.oregon.gov/highered
Office 503-947-5948

From: [CAPPS Lindsey D * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Continuous Improvement Planning
Date: Thursday, August 30, 2018 4:27:15 PM

Nothing is publicly posted yet, but there are core processes for school districts to follow and report on to improve outcomes.

Here's a link:

<https://www.oregon.gov/ode/schools-and-districts/Pages/CIP.aspx>

Sent from my iPhone

From: [BLOSSER Nik * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FW: Board of Forestry Letter
Date: Thursday, August 30, 2018 4:32:12 PM
Attachments: [08.30.18 Board of Forestry Appointments, requesting support.pdf](#)

Chris – the BOF letter was apparently sent today instead of tomorrow. Already getting flak from Sen. Boquist who says “my response to the media is going to be damning.”

- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: MINER Jason * GOV <Jason.MINER@oregon.gov>
Date: Thursday, August 30, 2018 at 4:05 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Fwd: Board of Forestry Letter

Jason Miner
Natural Resources Policy Manager
Office of Governor Kate Brown

Assistant: Kourtney.Linebaugh@oregon.gov

Begin forwarded message:

From: LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>
Date: August 30, 2018 at 3:50:09 PM PDT
To: SEN Burdick <Sen.GinnyBurdick@state.or.us>, SEN Winters <Sen.JackieWinters@state.or.us>
Cc: SEN Beyer <Sen.LeeBeyer@state.or.us>, SEN Boquist <Sen.BrianBoquist@state.or.us>, SEN Roblan <Sen.ArnieRoblan@state.or.us>
Subject: Board of Forestry Letter

Good Afternoon Senator Burdick and Senator Winters,

Please see the attached letter from Governor Brown regarding appointments to the Board of Forestry.

Sincerely,

Kourtney Linebaugh

Natural Resources Executive Assistant to Jason Miner & Amira Streeter

Office of Governor Kate Brown

Office: 503-986-6535 | Address: 775 Court Street NE, Salem, Oregon 97301

Mailing Address:

900 Court Street NE, 254

Salem, Oregon 97301



KATE BROWN
Governor

August 30, 2018

Senator Ginny Burdick, Chair
Senate Rules Committee
900 Court St. NE, S-223
Salem, Oregon 97301

Senator Jackie Winters, Vice-Chair
Senate Rules Committee
900 Court St. NE, S-323
Salem, Oregon 97301

Dear Chair Burdick and Vice-Chair Winters:

Today I am appointing Dr. Brenda McComb, Jim Kelly, and Joe Justice to the Oregon Board of Forestry. These are three well qualified Oregonians, and I am asking for your support for their confirmation. They represent the public interests of this state, coming from backgrounds in forestry, business, and academia, and representing Union, Grant, and Benton Counties. They are exactly the candidates the modern Board of Forestry requires to be successful.

Before 1987, confusion reigned when it came to the regulation of forest practices. The Department of Land Conservation and Development (DLCD) and local ordinances often conflicted with the Oregon Department of Forestry (ODF) and the Forest Practices Act. But, in 1987, the conflict came to an end when the legislature passed HB 3397. It clarified that ODF has authority over forests and transformed the Board of Forestry from a 12-person body largely comprised of industry experts and technical specialists to a 7-person public interest board with a strong prohibition on conflicts of interest.

Specifically, subsection 4 of HB 3397 reads that “[n]o more than three members of the board may derive any significant portion of their income directly from persons or organizations that are subject to regulation under [the Oregon Forest Practices Act], and that “[e]xcept as provided in subsection (4) of this section, no member of the board shall have any relationship or pecuniary interest that would interfere with the member representing the public interest.”

This change allowed the Board to take on regulatory and adjudicatory responsibilities for Oregon’s forests that it did not previously have. The compromise of 1987 required that the majority of members represent the public interest and have no pecuniary interest in the practice of forestry.

I value the role of the regulated community in serving on the Board of Forestry and respect the hard-won compromise of 1987 that no more than three members of the Board should have a pecuniary interest in forestry. Currently, two members of the Board have a financial interest in the practice of forestry: Nils Christofferson who is employed by mill-owner Wallowa Resources and Mike Rose who is employed by International Paper. I am appointing a third, Joe Justice, a Region Manager with Hancock Forest Management, Oregon’s second-largest timber landowning company.



Chair Burdick, Vice-Chair Winters
August 30, 2018
Page 2

Joe Justice graduated from Oregon State University with a Forest Management degree in 1993. He has worked in the forest products industry across the state, from the Coast Range to the Blue Mountains. In 2003 he became a Region Manager for Hancock Forest Management and manages 300,000 acres of forests in northeast Oregon. Joe has been a member of the La Grande School Board for the last seven years, serves as President of the East Oregon Forest Protection Association, and is a member of the Eastern Oregon Regional Forest Practices Committee.

The statute prohibits additional members with a pecuniary interest, but it does not prohibit appointing members with extensive business expertise. Among the biggest challenges facing ODF and the Board of Forestry are the financial challenges of paying for extreme fire seasons and developing a viable financial approach to manage state forests.

That is why I am appointing Jim Kelly, a successful business executive, to help the board meet these challenges. Jim has operated at a ranch in Kimberley, Oregon since 1999. But, Jim is better known for his company, Rejuvenation. He founded Rejuvenation in 1977 and from its Portland headquarters, grew it into a national brand. The business was so successful that it sold to Williams-Sonoma, and though the Rejuvenation brand is nationwide, manufacturing remains in Oregon. Jim and his family have been active participants in Grant County since relocating there, and he brings a helpful perspective in bridging the differences between urban and rural Oregon which is so necessary in state governance today.

Finally, I am appointing Dr. Brenda McComb. Brenda has served at Oregon State University as a distinguished Dean emeritus, Senior Vice Provost, Trustee, Dean, department Head, and Professor in the Department of Forest Ecosystems and Society. She holds a doctorate in Forestry from Louisiana State University, a Master's in Wildlife Management from the University of Connecticut, and a Bachelor's in Natural Resources Conservation from the University of Connecticut. Her expertise in forestry has been relied upon by federal, tribal, and state governments, including Oregon.

I believe members of the Board of Forestry should be strong leaders in their communities. They should approach the role of board service with diligence, and bring the ability to persuade others to build a majority or craft consensus, while also holding an open mind such that they themselves can be persuaded.

The current Board of Forestry, comprised of Nils Christoffersen, Mike Rose, Cindy Deacon Williams, and chaired by Tom Imeson will be well complemented by these three nominees.

In closing, I want to thank Tom Insko not only for his years of service to the Board, but also for staying on longer than he expected this summer to help the Board continue to lead effectively.

Sincerely,



Governor Kate Brown

KB:jm,kl

cc: Senator Lee Beyer, Senate Rules Committee Member
Senator Brian Boquist, Senate Rules Committee Member
Senator Arnie Roblan, Senate Rules Committee Member

From: [PAIR Chris * GOV](#)
To: [BLOSSER Nik * GOV](#)
Subject: Re: Board of Forestry Letter
Date: Thursday, August 30, 2018 4:37:37 PM

Copy that. Will be ready for Boquist.

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Thursday, August 30, 2018 at 4:32 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: FW: Board of Forestry Letter

Chris – the BOF letter was apparently sent today instead of tomorrow. Already getting flak from Sen. Boquist who says “my response to the media is going to be damning.”

- Nik

Nik Blosser
Chief of Staff
Governor Kate Brown
503-373-1565

From: MINER Jason * GOV <Jason.MINER@oregon.gov>
Date: Thursday, August 30, 2018 at 4:05 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Fwd: Board of Forestry Letter

Jason Miner
Natural Resources Policy Manager
Office of Governor Kate Brown

Assistant: Kourtney.linebaugh@oregon.gov

Begin forwarded message:

From: LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>
Date: August 30, 2018 at 3:50:09 PM PDT
To: SEN Burdick <Sen.GinnyBurdick@state.or.us>, SEN Winters <Sen.JackieWinters@state.or.us>
Cc: SEN Beyer <Sen.LeeBeyer@state.or.us>, SEN Boquist

<Sen.BrianBoquist@state.or.us>, SEN Roblan <Sen.ArnieRoblan@state.or.us>

Subject: Board of Forestry Letter

Good Afternoon Senator Burdick and Senator Winters,

Please see the attached letter from Governor Brown regarding appointments to the Board of Forestry.

Sincerely,

Kourtney Linebaugh

Natural Resources Executive Assistant to Jason Miner & Amira Streeter

Office of Governor Kate Brown

Office: 503-986-6535 | Address: 775 Court Street NE, Salem, Oregon 97301

Mailing Address:

900 Court Street NE, 254

Salem, Oregon 97301

From: [CAPPS Lindsey D * GOV](#)
To: [CANNON Ben](#)
Cc: [COX Amy](#); [BREW Bob K.](#); [STARR John - CEEdO](#); [MORAWSKI Lisa - CEDO](#)
Subject: RE: data-sharing agreement
Date: Thursday, August 30, 2018 4:54:41 PM

Ben,

Thank you for your thoughtful email and your continued support and commitment to our shared longitudinal data system. The process to develop an interagency data sharing agreement for the operational and emerging program phase of the SLDS has required a significant investment of time, and the contributions of each partner agency. It has also provided an important venue -- in addition to the cross-agency research team and the overarching SLDS Steering Committee on which you sit -- for collaboration among SLDS partner agencies to inform program implementation and further development of aligned governance protocols. Amidst many demands on her time, we have benefited from Amy's leadership, expertise and guidance, both informing the revised agreement for effective data-sharing as well as ongoing research and program planning.

We are in agreement on the importance of addressing the four issues you outline below, in the form of additional resources, governance protocols and further defining the explicit functions and authorities, as needed, for both the cross-agency research team and the Steering Committee. Underlying this commitment to effective partnership is a recognition of our shared values of data validity and research integrity, and the interdependence of our agencies and external partners in fulfilling these values through their actions. Certainly, tied to all of this is adequate staffing to both facilitate cross-agency collaboration and to execute and manage research projects with multiple agency partners.

I look forward to having further discussion of these four issues during our Fall Steering Committee meetings, addressing specific proposals for how these needs will be practically addressed going forward. It will be important to include our agency research directors in these discussions.

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:
Debbie Green
503.373.1283
debbie.green@state.or.us

From: CANNON Ben [Ben.Cannon@state.or.us]
Sent: Thursday, August 30, 2018 8:26 AM
To: CAPPS Lindsey D * GOV
Cc: COX Amy; BREW Bob K.; STARR John - CEEdO
Subject: data-sharing agreement

Lindsey,

Given the significant DOJ review of the proposed data-sharing agreement for legal protections to the partner agencies, the willingness that your team has shown to incorporate much of the feedback that HECC (specifically Amy Cox) has provided on the agreement, and the importance of moving forward with the SLDS, I am prepared to sign the agreement on behalf of HECC. Fundamentally, I am comfortable that nothing about the data-sharing agreement contravenes the HECC's obligations under federal law for the safeguarding of the student records to which we are entrusted.

Our review did, however, illuminate several issues that must be addressed within the next several months in order for us to feel confident that the SLDS will not impose undue workload on agency staff, cause damage to the agency's reputation, or undermine the integrity and utility of the SLDS itself. These are issues that can be addressed separately from the data-sharing agreement, but should be addressed formally via budget/staffing plans, the governance agreement, or other written protocols that govern the operations of the SLDS:

1. Most broadly, and most fundamentally, the SLDS needs sufficient and appropriate staffing capacity to guide its implementation and use. Determining research priorities, vetting data reports, coordinating external research requests, responding to stakeholder feedback, identifying current limitations and guiding objectives for the future development of the system, for example, will require staff capacity that the Office of Longitudinal Data and Research (OLDR) appears not to have today. Notably, this type of leadership does not rely on IT competencies, but rather expertise in educational data, policy, and research. While the inter-agency research team is likely to have a significant role to play in this type of work, its members are unlikely to have the capacity to assume the new duties associated with administering the SLDS without jeopardizing their ability to meet existing state- and federally-mandated reporting requirements, as well as in collecting the data that populates the SLDS itself.
2. The data-sharing agreement refers to the OLDR's responsibility for identifying data gaps and notifying partner agencies (Section 7.2.2). Depending on what is meant by "data gaps," this may involve important and wide-ranging considerations about limitations of the current system and how it should be developed in the future. We would like to stress that this is a critical function that should be led by education research professionals in collaboration with the partner agencies.
3. We have asked repeatedly about how the SLDS will ensure that the measures it reports are consistent with measures reported separately by partner agencies such as the HECC. It should be a basic obligation of anyone who generates public reports from the SLDS to work with the partner agencies to ensure that the data tells a consistent story or, if for some reason it doesn't, that this is explained to users from the outset. Primary responsibility for this validation lies with the author of the public reports. In addition, authors should be required to obtain review by partner agencies before reports are released.
4. The data-sharing agreement stipulates that the OLDR may enter into contracts for SLDS work (Section 21.1). We would like to formalize our expectation that OLDR would not enter into contracts with external parties for *research* using the SLDS without the consent of the partner agencies or, alternately, that the partner agencies agree to standard language that would apply to all such contractors for external research.

I know it has taken a great deal of work for the CEdO team to reach this stage in the SLDS development. I am excited for next steps as we move towards launch and ongoing use of the system. I look forward to working with you to address the aforementioned issues, as well as others that arise along the way.

Sincerely,

Ben Cannon



Executive Director

OREGON HIGHER EDUCATION COORDINATING COMMISSION

www.oregon.gov/highered

Office 503-947-5948

From: [TAYLOR Dawn - ELD](#)
To: [BHATT Pooja * GOV](#); [TAYLOR Dawn - ELD](#)
Cc: [CALDERON Miriam - ELD](#); [MORAWSKI Lisa - CEDO](#); [KONDAYEN Kate * GOV](#); [LESLIE Berri * GOV](#)
Subject: Re: Intent To Revoke
Date: Thursday, August 30, 2018 5:06:35 PM

Hi Pooja,

I put a hold on all parent letters yesterday when we began to have the conversation of changes to the letter. I know staff at OCC and DAS worked hard to stop the letter but unfortunately it was too far along in the process.

The only letters that went out today was to the parents of the YMCA.

Thanks, Dawn

Get [Outlook for iOS](#)

From: BHATT Pooja * GOV <pooja.bhatt@oregon.gov>
Sent: Thursday, August 30, 2018 4:00 PM
To: TAYLOR Dawn - ELD
Cc: CALDERON Miriam - ELD; MORAWSKI Lisa - CEDO; KONDAYEN Kate * GOV; LESLIE Berri * GOV
Subject: RE: Intent To Revoke

Hi Dawn,
Based on our conversation, I understand that the families impacted by the action below were sent the same form letter that the OCC sent to the families impacted by the YMCA issue last week. Since we had discussed that the YMCA families needed clearer communication and have worked to send them that today, will you please ensure that going forward family communication about Intents to Revoke are along the lines of what we have established today? I know we share the value that child safety is the top priority, and I want to be clear that the intent here is not to delay any timely action to follow up on a violation. I've asked Jarrod to schedule time for us to connect tomorrow about process.

Until we agree on a new template letter (which we can work on tomorrow), please let me know if any other Intents to Revoke are imminent before they are sent. Thank you.

Pooja Bhatt

Education Policy Advisor | Office of Governor Kate Brown
(503) 378-5540

For scheduling, please contact my assistant:
Jarrod Shaw at 503-378-5884 or jarrod.shaw@oregon.gov

From: TAYLOR Dawn - ELD [mailto:dawn.taylor@state.or.us]
Sent: Thursday, August 30, 2018 11:07 AM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Intent To Revoke

Hi Pooja,

I wanted to alert you to another Intent to Revoke on a child care facility in Salem that serves approximately 40 children. We attempted to stop the mailing that had already gone out in light of this current situation and were unable to do so.

This facility has been in chronic non-compliance with group size and ratios. In looking at the record I counted over 10 violations in this area over the last 2 years. I can provide more specifics later but wanted you to be aware.

Our plan is to use our most experienced Senior Legal and Compliance Specialist to make the calls to parents tomorrow and will incorporate the language we discussed into the messaging with parents.

Please let me know if you have any questions. Thanks, Dawn

Dawn Taylor | Director of Child Care

EARLY LEARNING DIVISION | OREGON DEPARTMENT OF EDUCATION

OFFICE 503.947.1418 | MOBILE 503.779.3645

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Fwd: Governor Brown on housing
Date: Thursday, August 30, 2018 6:06:09 PM
Attachments: [image001.png](#)

Okay to tell him late afternoon tomorrow?

Sent from my iPhone

Begin forwarded message:

From: Dirk VanderHart <dvanderhart@opb.org>
Date: August 30, 2018 at 4:30:10 PM PDT
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Governor Brown on housing

Hi Kate:

I've been swamped with other stuff this afternoon, so haven't had a chance to even give it a read. Thanks for sending! Know when you might post it tomorrow? I need to get a look at it to figure out what to do with it.

And yes, let's definitely grab a hot/cold beverage. Are you in Portland a lot?

Dirk VanderHart
Reporter/Producer
Oregon Public Broadcasting
Desk: 503.293.1926
Cell: 616.773.8677



From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 2:52 PM
To: Dirk VanderHart <dvanderhart@opb.org>
Subject: Re: Governor Brown on housing

nge. We're not posting to our website until tomorrow—let me know if you need more time?



From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Governor Brown on housing
Date: Thursday, August 30, 2018 6:33:47 PM

Tell him that if he writes for tomorrow, we'll hold on the website until he posts his story.

Chris Pair
M: 503-559-5938
O: 503-378-8197

On Aug 30, 2018, at 6:06 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Okay to tell him late afternoon tomorrow?

Sent from my iPhone

Begin forwarded message:

From: Dirk VanderHart <dvanderhart@opb.org>
Date: August 30, 2018 at 4:30:10 PM PDT
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Governor Brown on housing

Hi Kate:

I've been swamped with other stuff this afternoon, so haven't had a chance to even give it a read. Thanks for sending! Know when you might post it tomorrow? I need to get a look at it to figure out what to do with it.

And yes, let's definitely grab a hot/cold beverage. Are you in Portland a lot?

Dirk VanderHart
Reporter/Producer
Oregon Public Broadcasting
Desk: 503.293.1926
Cell: 616.773.8677



From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Thursday, August 30, 2018 at 2:52 PM

To: Dirk VanderHart <dvanderhart@opb.org>

Subject: Re: Governor Brown on housing

nge. We're not posting to our website until tomorrow—let me know if you need more time?

<image001.png>

From: [KONDAYEN Kate * GOV](#)
To: [LINEBAUGH Kourtney * GOV](#); [BOYLES Stormy * GOV](#); [HUTCHINGS Laura * GOV](#); [POLALES Jack * GOV](#)
Cc: [PAIR Chris * GOV](#); [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Subject: Re: DePreist Award/ Volunteers of America Event Memo
Date: Thursday, August 30, 2018 7:16:42 PM

Just an FYI: Dr Druker, the keynote speaker at this event, will be introduced by the Governor at the OHSU ribbon cutting the next morning. It might be a good idea for her to chat with him if she gets the chance.

From: LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>
Date: Thursday, August 30, 2018 at 3:59 PM
To: BOYLES Stormy * GOV <Stormy.BOYLES@oregon.gov>, HUTCHINGS Laura * GOV <Laura.HUTCHINGS@oregon.gov>, POLALES Jack * GOV <Jack.POLALES@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Subject: DePreist Award/ Volunteers of America Event Memo

Hi all,

Memo for DePreist Award /VOA event attached.

Kourtney Linebaugh

Interim Deputy Press Secretary

Office of Governor Kate Brown

Office: 503-986-6535 | Cell: 503-428-0854

From: [KONDAYEN Kate * GOV](#)
To: [HARTIGAN Endi](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Interview Request for JPR's Jefferson Exchange
Date: Thursday, August 30, 2018 7:39:20 PM

Thanks!

From: HARTIGAN Endi <Endi.Hartigan@state.or.us>
Date: Thursday, August 30, 2018 at 4:00 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: FW: Interview Request for JPR's Jefferson Exchange

FYI

From: HARTIGAN Endi
Sent: Thursday, August 30, 2018 12:01 PM
To: CANNON Ben <ben.cannon@HECC.OREGON.GOV>
Cc: BAEZ-AREVALO Juan <Juan.Baez-Arevalo@state.or.us>; CRANE Patrick <patrick.crane@HECC.OREGON.GOV>; HOWARD Karen Lynne <karen.lynne.howard@HECC.OREGON.GOV>
Subject: FW: Interview Request for JPR's Jefferson Exchange

Ben, the person you would be interviewed with is Jen Mishory from the Century Foundation. I know you've already seen that report but it is linked to below. This sounds like a good opportunity for a thoughtful conversation. I will let them know we accept the invitation and will work on scheduling with Karen.

Endi

From: jx producer <jxproducer@sou.edu>
Sent: Thursday, August 30, 2018 10:31 AM
To: endi.hartigan@state.or.us
Subject: Interview Request for JPR's Jefferson Exchange

Hi Endi,

Greetings from JPR. I produce our daily call-in program, The Jefferson Exchange. It airs live weekdays in Southern Oregon and Northern California.

The purpose of the Exchange is to engage the public in conversation. I'd like to organize a segment to discuss Oregon Promise. We are also interested in having Jen Mishory join the discussion as well. She is a senior fellow at the Century Foundation and published a report in July on Promise programs. The report can be accessed [here](#).

Are you interested in joining the program? How about for a live interview by phone or in our studio in Ashland on a weekday morning? This would be a 30-minute segment with about 18-22 minutes of on-air time. We take calls and emails from listeners, but they are screened before going on air.

This is only a request for an interview. Do not consider this a commitment until you receive a

confirmation email from us.

Thank you for the consideration. Please let me know when you receive this request.

Best,

Erika Soderstrom
JPR News Intern

ABOUT THE PROGRAM

JPR is an NPR member station reaching southern Oregon and northern California. The Jefferson Exchange is JPR's live talk show devoted to current events. The host is Geoffrey Riley.

The show broadcasts live from 8-10am Pacific Time on JPR's News & Information service. Listeners participate by calling 800-838-3670 or emailing JX@jeffnet.org. The show replays at 8pm.

Livestream the show on our site at jeffexchange.org (choose News & Information from the drop-down). We post audio from our segments within a day.

Or, you can listen on a radio station near you. Find yours at ijpr.org/find-jpr-station.

We're also on [Facebook](#) and Twitter [@JeffExchange](#).

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[The Jefferson Exchange](#)
[Facebook](#) | [Twitter](#)

Jefferson Public Radio | ijpr.org
[Coverage Map](#)
1250 Siskiyou Blvd
Ashland, OR 97520 | [541-552-6785](tel:541-552-6785)

Jefferson Public Radio is a member of National Public Radio, the Corporation for Public Broadcasting, Western States Public Radio, the Northwest News Network, Earthfix and is an affiliate of Public Radio International, American Public Media and Native Voice One.

From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#); [LINEBAUGH Kourtney * GOV](#); [PAIR Chris * GOV](#); [KING Natalie * GOV](#); [POLALES Jack * GOV](#)
Subject: Re: Scheduling
Date: Thursday, August 30, 2018 7:43:09 PM

Thanks, Nikki! Please do let Ariel and James know about 9/20. Since the WomenSpace award event didn't make it, we'll need to film them a really great video (we committed in the spring if we weren't able to make it). Are you keeping a list of video requests that you can add this to? I don't want it to go by the wayside.

I AM SO PUMPED ABOUT TEACHER OF THE YEAR!!!!

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Date: Thursday, August 30, 2018 at 3:30 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>, POLALES Jack * GOV <Jack.POLALES@oregon.gov>
Subject: Scheduling

After scheduling, it looks like we're going to add an event on Sept 17 at 11:30 for the Foster Care Advisory Commission Retreat.

September 20th, we'll be adding a Portland Homeless Family Solutions events. (Kate—let me know if you'd like me to alert Ariel and James.)

Speech prep on the 18th will be by phone.

AND... REGIONAL TEACHER OF THE YEAR assembly is going to happen.

Plus, the potential of lots of video filming.

--

Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: draft housing remarks
Date: Thursday, August 30, 2018 8:02:18 PM
Attachments: [Kahane Recording Community Event Final v0720\[1\].pdf](#)
[Kahane Commission Libretto.pdf](#)
[Oregon Symphony\[1\].docx](#)

I wasn't sure how much hard info about goals from the agenda we wanted to put in, so I left it very generic.

<https://docs.google.com/document/d/1Vj8qaX2KFv4IA2QIP5T8vszhkWAHGyO7hqVqCvgRebc/edit?usp=sharing>

Draft memo, which is very scant on details since we're waiting on a Symphony person to come back to us, is attached, as is background materials. And, interesting preview snippet of the performance: <https://www.facebook.com/gabrielkahane/videos/10156551911938851/>

For immediate release: July 17, 2018

Oregon Symphony to record Gabriel Kahane commission, *emergency shelter intake form*, in a free community concert August 31 at Arlene Schnitzer Concert Hall

The Oregon Symphony's groundbreaking 2017/18 Sounds of Home season culminated in May with the world premiere of Gabriel Kahane's *emergency shelter intake form*, an oratorio that examines the scourge of deep poverty in America through the lens of homelessness and housing insecurity. As the lead commissioner, the Oregon Symphony will record *emergency shelter intake form* in a reprise performance at the Arlene Schnitzer Concert Hall on August 31. This concert will be free to the public with a pay-what-you-will suggested contribution. All proceeds will be donated to a consortium of social service agencies who partnered with Oregon Symphony during the Sounds of Home initiative.

When approached by the Oregon Symphony about this project, Kahane's initial response was mired in skepticism. "I wasn't sure how to navigate the ethics of a project about homelessness that would, somewhat incongruously, live in a space that has traditionally served the economic elite," says Kahane. But his desire to write for the OS was strong, and as the idea lingered, he saw an opportunity to widen the lens of the conversation about homelessness to encompass the historic resurgence of income inequality that has become endemic in the United States over the last three decades.

The 50-minute piece features soprano Measha Brueggergosman; a mordant trio—The Chorus of Inconvenient Statistics—comprising Portland's own Holcombe Waller and Holland Andrews, as well as Kahane himself; and, in the final movement, the Maybelle Community Singers, many of whose members have themselves experienced deep poverty and homelessness. At once haunting and darkly humorous, *emergency shelter intake form* grew out of Kahane's research into housing policy, the federal tax code, and the history of income inequality, as well as one-on-one interviews with individuals who have experienced homelessness, and hours spent volunteering at a homeless shelter in New York City.

Reaction to *emergency shelter intake form* was immediate, powerful, and complex. "We sought to bring people together around a pressing issue in our community," commented Oregon Symphony President, Scott Showalter. "In the diversity of impassioned responses, we see a piece that, for all its inventiveness, belongs squarely in a tradition of art that has invited debate." The work, which will be performed next at the Britt Music and Arts Festival on July 27, has attracted the interest of major orchestras across the U.S. "In part because of its challenging nature, we are proud to record it and share it with our community and the artistic world at large."

LIVE recording project: *emergency shelter intake form*

August 31, 2018 | 6pm | Arlene Schnitzer Concert Hall

Attendance is free with a suggested pay-what-you-will donation and requires an advanced reservation for tickets. **Tickets can be reserved at orsymphony.org beginning Monday, July 30.**

Proceeds will be donated to:

- Central City Concern
- Rose Haven Day Center for Women and Children
- IRCO (Immigrant and Refugee Community Organization)
- Catholic Charities
- Portland Homeless Family Solutions
- Maybelle Center for Community

ABOUT OREGON SYMPHONY The multi-Grammy-nominated Oregon Symphony ranks as one of America's major orchestras. Led by Music Director Carlos Kalmar, it serves over 300,000 people annually through more than 110 performances and award-winning education and community engagement programs. Now in its 123rd year, the Oregon Symphony is the oldest orchestra west of the Mississippi.

The Symphony's ground-breaking 2017/18 Season set box office and fundraising records and was marked by an initiative to connect more deeply with the Portland community. The organization embarked on the year-long Sounds of Home series, which revolutionized the role of the arts in addressing three of the most critical social issues of the day: immigration, the environment, and homelessness. This series made a powerful impact in the community through innovative art, cross-sector partnerships with 37 organizations, and civic leadership. Sounds of Home community concerts hosted in venues across the city reached nearly 3,000 attendees and were viewed thousands more through live streaming on social media.

The Symphony reached over 15 million radio broadcast listeners in the 2017/18 Season via All Classical Portland as well as American Public Media's SymphonyCast and Performance Today. The season additionally featured three world premieres, including the first-ever play commissioned by an American orchestra.

Season subscriptions, including Choose Your Own packages and Gift Cards, are available through the Oregon Symphony Ticket Office at 503-228-1353. Photos for media use are available at orsymphony.org/newsroom.

CONTACT:

Natasha Kautsky

503-416-6368

nkautsky@orsymphony.org



/oregonsymphony



@oregonsymphony



@oregonsymphony

EMERGENCY SHELTER INTAKE FORM

I. WHAT BRINGS YOU HERE ?

What brings you here?

What happened?

Where did you sleep last night?

Have you ever had a lease in your name?

Have you ever had utilities in your name?

Have you ever had a name on the tip of your tongue?

Would prior landlord give you a bad reference?

A glowing reference?

Would prior landlord fail to mention

The wondrous smells

That would emit from your kitchen?

Have you ever owned a home?

Have you ever lost a home?

Please use the following space

To draw a picture

Of the look on a man's face

When he learns he has lost his home.

II. CHORUS OF INCONVENIENT STATISTICS

We are the chorus of inconvenient statistics,

Legislation, and relevant documents.

We do not wish to make any of you feel shitty.

(Excuse our language—

We haven't been properly socialized.)

But, we know that you, gentle listener,

Sitting veiled in the gauzy dark,

Did not come here this evening

To be lectured or to be shamed.

Nevertheless...

We believe that the lifeblood of art is—

How shall we put it?

Ambiguity—

Whereas to beat an audience

Over the head with ideological claptrap

Would suggest, ipso facto, that ambiguity

Had been sacrificed in favor of

Making a point.

And yet we believe that

In order to do justice

To this heady story,

This gnarled complex of ideas,

We must from time to time

Dispense with politesse

And share with you

The cold hard facts.

III. WHERE DID YOU STAY LAST NIGHT?

Where did you stay last night?

Check one box only:

On the Street

Emergency Shelter

Transitional Housing

Psychiatric Facility

Hospital (*non-psychiatric*)

Hospital whose fluorescent light

And whose scent of death

Make you feel all kinds of nauseous,

And from which you flee

In a flowered gown

At 3am into the April dark...

Jail/Prison/Juvenile Facility

Domestic Violence Situation

Living with Relatives/Friends

Living with Relatives/Friends

Whose judgment of you is

Trying your patience.

Living with Relatives/Friends

Whose patience is being tried

By you and your family.

Living with Relatives/Friends

In a half-finished basement

Where you and your son and daughter

Share a bed

In which you lie awake;

Listen to footsteps upstairs,

The breath of your children,
And wonder what you did wrong...

Motel not paid for by Shelter Voucher
Motel not painted by Edward Hopper
Motel whose manager looks at you
Sideways with a mouthful of rotten teeth,
A look that you can't help but think
Has got something to do with
The color of your skin...

Foster Care/Group Home
Permanent Supportive Housing
Place Not Meant For Habitation
Car/Bus/Subway/An Embankment

A Bridge
A Forest
A Ridge
A Clocktower

In the moon, in the sun
In a room overrun
With disappointment despondency,
And a broken flat screen tv screen
Watched by rats enthusiastically
You wonder what you did wrong...

IV. IF YOU ANSWERED YES TO "LIVING WITH FAMILY SLASH FRIENDS"

*If you answered "Yes" to
"Living with family slash friends",
Please complete the following:*

How do four people sleep in a room that's meant
for two,
A game of Tetris that can't be won?
How do you explain the word "foreclosure"
To your son?

What happens when your son
Wets the bed that the three of you
Are sleeping in and you speak to him harshly,
And he cries?

And while you cannot pay for the car
That's in the shop, how will you get to work
And the boys to school?

Does your pride catch in your throat?
Do you tell lies so that people don't know?

When you receive the call from the school
In your office chair:
Please pick up your son.

Will you tell them the truth
That you had to choose:
Mortgage or Medical?

So if my boy is acting out,
Hit another boy in the mouth,
Our catalog of loss
Might have something to do with it.

Does your pride catch in your throat?
Do you tell lies so that people don't know?

V. HAVE YOU EVER BEEN EVICTED?

Have you ever been evicted?
How many times?
0 • 1 • 2-3 • 4-9 • More than 10

If yes, how did it feel to hold the pink paper
You are hereby notified
As you stood in the melting snow
that the county sheriff's office
Where men in coveralls tossed your belongings,
has a court order
Your son's baseball trophies, your cookbooks,
requiring your immediate removal
Onto the pavement?
from the premises.

On a scale of 1 to 5,
How would you rate your
Failure to vacate will be cause for
humiliation
the sheriff to remove your belongings.
when you asked the men,
If an eviction is
choking on your pride,
necessary, risk of damages or loss
if you could use the bathroom
of property shall be borne by you
in what had been
the defendant
until that morning
after delivery
your home?
by the sheriff to the place of safe-keeping.

Have you ever been evicted
After calling the police
to report the blue black bruises,
To report the blue black bruises
On face, neck, chest, arms?
(check all body parts that apply)

“Public nuisance,” the landlord claimed,
While you applied concealer
Outside the courtroom.

Or perhaps you didn’t call—
Your bruises burnish, fester, and increase?

Or did the company move to Michigan?
Did envelopes with plastic windows
Pile up on the table til you found yourself
Balanced on steel girders?

A bridge over the Delaware

Fistfuls of pills,
Red, yellow, pink
Then a little voice,
“Either God or my grandmother,”
You would later recall,
Told you not to jump.

What was the last thought
That coursed through your mind
As you lay down on the sidewalk
And waited to be found?

VI. CERTAINLY WE CAN ALL AGREE

Certainly we can all agree
That we are in the midst of a housing crisis
For which the most effective solution
Is to build new homes at more affordable prices.

The only nagging question that remains—
The one that most nearly pertains—
Is where these units should to be erected
That we might keep protected
Our sun-drenched, gut-renovated, acre-and-a-half
Victorian domains:
And so we’ve written these refrains:

To have shelter is a right we all hold dear
As long as it isn’t built too near
To our bespoke craftsman homes with their
 raisèd beds
Full of heirloom asparagus and ancient grain for
 our breads.

Baby, this doesn’t have to be hard—
Put ‘em anywhere at all,
But not in my backyard.

We’ve always loved the unwashed masses,
The hardscrabble working classes,
So long as we can’t see or hear them
‘Cause the truth is that we fear them.
Baby, this doesn’t have to be hard—
Put ‘em anywhere at all,
But not in my backyard.

Not in my backyard!
We don’t wanna have to have our windows barred.
Anywhere else is fine within the urban growth
 boundary line,
Put ‘em anywhere at all,
But not in my backyard

Never mind the fact
That we live on plundered land.
Those Natives whom we killed and conquered
Surely understand
That when Andrew Jackson held out
His cold and bloody hand
They were consigning themselves
To live in squalid poverty
On inadequate tracts bereft
Of modern niceties
Like running water or electricity
But that ain’t no concern for you or me!

We believe in social justice at any price
As long as it don’t mean we have to make a sacrifice.
Mixed income housing’s nice in theory
But in practice makes us leery, still this,
This doesn’t have to be hard—
Build it anywhere at all,
Just not in my backyard.

Not in my backyard!
You can understand why we gotta stay on guard.
It’s a sacred old tradition
Of denying folks permission
To gain entry into our community—
That is if they don’t look like you or me
And have an income north of a million two or three.
This doesn’t have to be hard—
Put ‘em anywhere at all
But not in my backyard.

VII. HAVE YOU RECEIVED ANY INCOME FROM ANY SOURCE IN THE PAST THIRTY DAYS?

Have you received any income in the past thirty days?
If yes, please describe:

Home Health Aid
Mortgage Broker
Legal Advisor
Conceptual Artist

Bike Mechanic
Brand Consultant
Construction Worker
Lemonade Stand Operator

Clerk at Kroger's
Clerk at Walmart/Clerk at Fred Meyer
Oscar Meyer Weiner Mascot

Adjunct Faculty
Gas Station Attendant
Security Guard
Human Security Blanket

Singer in a Band
Violinist In An Orchestra
Oboist In An Orchestra
Head Usher

Visual Artist
Sandwich Artist
Con Artist
Escape Artist

If you have received Non-Cash Benefits
In the past thirty days
And have still gone to bed hungry,
You may not have been able to distinguish
Between the emptiness in your stomach
And your sense of resignation.

VIII. DO YOUR CO-WORKERS KNOW THAT YOU HAVE LOST YOUR HOME?

Do your co-workers know that you have lost
your home?

Do they know you have sweated through sheets
In every bed you've slept in for the last six weeks?
Do your co-workers know?

IX. SECTION 8

Are you eligible for a Section 8 or Housing
Choice Voucher?

Have you applied for a Section 8 or Housing
Choice Voucher?

Are you on a waiting list for a Section 8 or Housing
Choice Voucher?

Were you given an estimate of how long you would
be waiting?

If yes, were you told that the wait would be:
3–6 months • 7–12 months • 1–2 years • 3–5 years

The duration of a presidency

A generation

If more than ten years,
please check box labeled *eternity*

Please make a list of the activities

You intend to pursue

While on the waiting list.

Be descriptive.

Be creative.

You may choose to include illustrations.

Are you aware that despite having qualified for this
voucher,

Intended to help low income, very low income,
Extremely low income families to acquire housing,
That you and your family have only a one in five
chance

Of receiving it?

If by, contrast, you were a homeowner,
You would be eligible for the mortgage interest
deduction,

Which after being capped at \$750,000
Per annum (to facilitate corporate tax cuts)
Will still result in federal loss
Of \$50 billion dollars,
(give or take)

90 percent of which will benefit families
With household incomes greater than
\$100,000 or more per annum.

In plain English, this means
That the federal government
Subsidizes housing for the middle and upper classes
At a higher rate than it does for the poor.

How does this make you feel?

X. HAS YOUR PHYSICAL HEALTH EVER CAUSED YOU TO LOSE YOUR HOUSING?

Does your body ache
Like a bright light that's also black,
But no doctor,
For fear of bills
You know that you can't pay?

Do you worry your lip:
Rent or electricity,
Gasoline or groceries,
what to sell?

Blood plasma
Your body
Check all that apply

Sell the plasma,
Eat the cookies,
Drink the juice,
Stumble to the car.

Rest your head
On the steering wheel
And listen to the tape you made
In 2004

Regain composure
Drive to Walmart
Cash the forty dollar check
You received for opening a vein.

Does your body ache
Like a bright light that's also black?

XI. A BRIEF HISTORY OF THE SUBPRIME MORTGAGE LOAN CRISIS

Um, we're super sorry to interrupt
And we mean no disrespect,
But we felt that this might be
An opportune moment to interject
A brief history of the financial crisis
Expressed through mortgages, subprime.
But in order to do so
We must revisit an earlier time

Of Absolut vodka, perms, and wedge salad,
Michael Milken indicted for junk bonds, invalid,
Revolutions in the Eastern bloc,

The first tremors in a worldwide shock,
That would leave the old guard looking pallid.

But the suits on Wall Street
They couldn't be bothered,
Too busy toasting
The new bond they'd fathered.

An industry-wide sensation:
The Collateralized Debt Obligation!

Say you've got yourself a pile of different loans:
Aircraft-lease and credit card, vacations homes—
Diversified assets you can slice and dice
Then repackage and re-sell for a reasonable price.

A means to redistribute the collective risk
Into a stew of debt or better yet, securitized bisque!
It made markets more efficient, at least that's how
it seemed:
The free market built as Milton Friedman
had dreamed!

Can you hear the bull market roar?
That's the sound of the rich buying debt from
the poor!
And when they've bought it all, my friend,
They've gotta make more,
And that's where subprime mortgages come in!

Some years pass or to be exact a decade and a few,
We go from George Bush One to Bubba on to
George Bush Two.
Wall Street got addicted to that CDO bet—
That's the bet that says that folks will never default
on their debt.

They needed lots of loans to feed their debt machine
That turns our ious and You Owe Me's right back
into green
So in the boom of new construction in the early to
mid-aughts
With McMansions in production on these grand
suburban lots

A plot was hatched behind the scenes
By fatcats in the backs of limousines:
They'd offer toxic lines of credit
To those too poor to get it
By more or less any other means.

Can you hear the bull market roar?
 That's the sound of the rich buying debt from
 the poor!
 And when they've bought it all, my friend,
 They've gotta make more,
 And that's where subprime mortgages come in!

The lenders knew the fine print of these
 loans contained
 A mine field full of rate hikes that were
 never explained,
 So folks who made subsistence wages, they got
 loans for half a mil—
 Told to lie about their incomes on the forms they
 had to fill.

The lenders thought that housing prices couldn't
 help but rise
 So when folks couldn't make a payment, they'd
 instead re-amortize,
 Then these loans were bought by Wall Street, cut in
 pieces, packed, and sold,
 They were seemingly innocuous, the truth, though
 never told,

Was that these new financial instruments, all rated
 triple-A
 Were in fact big piles of garbage that would putrefy
 some day,
 And when these unsuspecting folks who'd bought
 these grand and lavish homes,
 They found the housing market stalled, began to
 default on their loans.

You see the boom turned to a bubble, and by
 fall '07, well
 The bubble turned to rubble, and it pains me much
 to tell
 You that the CDOs we mentioned, that hedge funds
 all had stashed
 As seemingly good money, now one by one
 they crashed.

Can you hear the bull market roar?
 That's the sound of the rich buying debt from t
 he poor!
 And when they've bought it all, my friend,
 They've gotta make more,
 And that's where subprime mortgages come in!

For their role in fiscal meltdown, and for
 judgment lacked

You'd think you'd see the guys at Deutsche Bank and
 Goldman sacked,
 But instead they walked with millions, golden
 parachutes and more,
 Sure, the building was on fire but they danced right
 through the door

Because although more than nine million families'
 homes were lost
 If Wall Street made a profit, baby, it was worth
 the cost
 Cause in America, my friend, you know, we love the
 dollar the most,
 So what if folks are sleeping on the street from coast
 to coast?

Equality's a concept for Norwegians, Finns,
 and Danes,
 Whereas we prefer our shirts and skins, our zero
 sum financial games,
 So in with Milton Friedman out with old John
 Maynard Keynes.

Can you hear the bull market roar?
 That's the sound of the rich buying debt from
 the poor!
 And when they've bought it all, my friend,
 They've gotta make more,
 So baby that's where subprime mortgages
 And predatory payday lenders
 Certain kinds of credit cards
 And a host of other strategies
 To empty out the bank accounts
 Of those who're facing stagnant wages
 Limited opportunity for gainful employment

Yes that's where subprime mortgage loans come in!

XII. HAVE YOU EVER BEEN DENIED A LOAN OR A LEASE?

Natural or artificially established barriers
 Have you ever been denied a lease?
will prove effective
 Have you ever been denied a loan?
in protecting a neighborhood
 In Birmingham in 1886
in protecting a neighborhood

In Chicago in 1933
and the locations within it
Milwaukee 1964
from adverse influence, namely,
Queens 1978
the infiltration of business and industrial uses,
Baltimore in 2007
lower-class occupancy,
In Philadelphia
and inharmonious racial groups.
In 2016
and inharmonious racial groups.

Have you and your parents
Your grandparents, too
Been corralled into districts
Whose borders somebody drew

In bright blood red greasepaint
On maps tacked to walls
In unadorned offices
In unadorned halls?

Bleeding Albina

The greasepaint to signify
That there shall not be
Any investment
By state or by industry

Ensuring decline
The seeds of decay
Of a once thriving neighborhood
Til some impossible Sunday

When some nice young couple
Plant a flag with their towheaded son,
Varnish the floors,
Re-do the doors,
Reinvestment's begun.

Bleeding Albina.

If somehow you managed
To take out a loan
And in spite of obstruction
You went and purchased a home

In a calm and suburban neighborhood
Where your presence was deemed no good
What were the tactics
Used to encourage you to leave?

Rock hurled through ground floor window
In the space provided below
Rock hurled through second story window

Please draw a straight line, if possible,
Crucifix driven into lawn and set ablaze
A straight line from your current hardship
Dead animal set on line to moulder, putrefy
And lack of assets
Bomb threats, idle threats
To the system discrimination
Casual tyranny
Waged from generation to generation
Dynamite strewn under porch and ignited
By government and private citizens alike
Prank phone calls
You may use
In the middle of the night
This red grease pencil.
In the middle of the night

XIII. THANK YOU FOR COMPLETING THIS FORM

Thank you.
Thank you for your patience.
Thank you for trekking from office to office.
Thank you, thank you for enduring the long lines,
The clutches of crying children,
Thank you
The downturned mouth of your caseworker,
Thank you
The bad fluorescent lighting.
Thank you
Sleeping in chairs,
Middle of summer,
Way too much air-conditioning,
Thank you for completing this form.

Thank you.
Thank you for enduring
Under the breath comments of family members,
Thank you
Nights under scratchy blankets,
On worn out sofas
Thank you
The inexperienced social worker,
Breakfast and lunch at the senior center,
Showers at the gym,
Long hours at your job,

In less than ideal circumstances,
Thank you for completing this form.

For enduring this and more
We are pleased to inform you
That tonight we can offer
In a concrete church basement

In the room to the right as you enter the door
An emergency shelter bed.

You will need to be gone
By six thirty am.

This is an internal communication and may be confidential. Portions of this document are advisory in nature and may be exempt from public disclosure pursuant to ORS 192.502(1).



**GOVERNOR KATE BROWN
Event Memo**

Name/Title: Oregon Symphony

Sponsor: Oregon Symphony

Date: August 31st

Governor's Arrival Time: 5:30pm

Governor's Departure Time: 6:15pm

Location: Arlene Schnitzer Concert Hall, Stage Door, 784 SW Salmon Street, Portland, Oregon 97205

Event Memo Prepared By: Nikki Fisher

Preparer's Cell: 503-689-2509

Communications Staff & Cell: Kate Kondayen

DPU contact: Primary: [REDACTED]

DPU contact for Event: Jacob Blazer, 503-416-6347

Describe the purpose of the event and the Governor's role/Background:

Governor arrives at 5:30 or 5:45 and head to the green room.
Scott Showalter will take the stage at 6 PM, speak for 2-3 minutes, then introduce the Governor. Governor to speak for 1-3 minutes.

Provide a clear description of the program of events:

Describe how the room/events location will be set up:

In there a podium:

Describe the general audience:

List of VIPs attending e.g. local officials, state legislators, key regulators, etc:

Public description of events:

The Oregon Symphony's groundbreaking 2017/18 Sounds of Home season culminated in May with the world premiere of Gabriel Kahane's *emergency shelter intake form*, an oratorio that examines the scourge of deep poverty in America through the lens of homelessness and housing insecurity. As the lead commissioner, the Oregon Symphony will record *emergency shelter intake form* in a reprise performance at the Arlene Schnitzer Concert Hall on August 31.

This one-hour concert is presented free-of-charge, with a pay-what-you-will suggested contribution. Tickets must be reserved in advance (limit four per household). All proceeds will be donated to a consortium of social service agencies who partnered with the Oregon Symphony during the Sounds of Home initiative.

This concert is being recorded for a future CD release. We ask our audience to be as quiet as possible during the performance.

Please note that there is no late seating. Not recommended for children younger than 10 years of age.

Carlos Kalmar, conductor

* Measha Brueggergosman, soprano

* Holland Andrews, Gabriel Kahane, and Holcombe Waller, chorus of inconvenient statistics

* Maybelle Community Singers

* Gabriel Kahane: *emergency shelter intake form*

Proceeds will be donated to:

Central City Concern

Rose Haven Day Center for Women and Children

IRCO (Immigrant and Refugee Community Organization)

Catholic Charities of Oregon

Portland Homeless Family Solutions

Maybelle Center for Community

Emergency contact names and number for event sponsors on the day of the event:

Jacob Wade, Manager of Operations and artistic administration. Call or text him any time the day of performance at 847-530-5350

jwade@orsymphony.org

From: [KONDAYEN Kate * GOV](#)
To: [EDLUND Tina * GOV](#)
Cc: [ROMAN Linda * GOV](#); [KORESKI Debbie * GOV](#); [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: Health Care Whitepaper
Date: Thursday, August 30, 2018 9:06:51 PM
Attachments: [Health Care whitepaper 8-30-18 8pm.docx](#)

Thanks Tina!

I thought it would be helpful to go through what I think is the timeline from here, so I threw some thoughts together for group review. Adding Chris so he can weigh in too. What am I missing, or what needs to change?

8/31 Friday:

- Kate does first overall content/structural edits and copy edit in Word, returns to the group for review over the weekend.
- Kate finalizes OHSU speech incorporating key messages from agenda.

9/4 Tuesday:

- By 5 PM: Tina/Nik/Debbie accept or reject changes in Word to Kate/Chris, makes any final content edits to body copy.
- PM: Kate transfers over to layout and circulates PDF to group.

9/5 Wednesday:

- Governor and this group review of first PDF (preferably AM).
- Tina shows revised to other policy advisors whose areas are mentioned.
- All send final tweaks to Kate for incorporation.
- Kate/Chris final copy edit.
- PM: Kate updates in layout, circulates final PDF and uploads files to drive.

9/6 Thursday:

- Governor reviews final PDF (preferably in the AM).
- Kate/Chris draft and circulate press release with link to agenda.
- Kate reaches out to media to drive attendance at Friday event. Chris, do we want to provide on embargo to any media?
- Tina circulates final agenda PDF to relevant stakeholders—check with comms for AM/PM timing.

9/7 Friday:

- 9:45 – 11 AM: Governor attends OHSU Knight Cancer Center Ribbon Cutting, makes reference to plan and goals in speech.
- 10:30: Press release with linked agenda released
- 10:45: Ribbon Cutting Ceremony ends, Governor holds media avail

Lessons learned from education and housing: structural edits and changes to text are MUCH easier in Word, as once it's in layout it has cascading effects. I'd like to finalize as much as possible before layout. Debbie/Nik, any thoughts on process you'd like to add?

Thanks!
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Date: Thursday, August 30, 2018 at 8:18 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Health Care Whitepaper

Kate,
Here's the next version of the Health Care Agenda. I've gone through and accepted Nik's changes, with one exception—he deleted language about addressing oral health which will be important for stakeholders to see, so I think it should stay. Otherwise, I think I caught the changes he made for strategies, collapsing bullets into strategies, etc. If I missed something, it's just an oversight, not an intentional choice.

I didn't format much...didn't have the instructions at my fingertips.

I think it'll probably be best to simply restart the layout work. There are so many changes that I think it'll be more work to enter the changes than to start over.

Let me know what you need next.
T

Tina Edlund
Senior Health Policy Advisor
Office of Governor Kate Brown
(971) 209-0604

Healthy Oregonians: Sustaining the Oregon Model of Health Care Coverage, Quality, and Cost Management

Vision and goals

Governor Brown's vision is that all Oregonians deserve world-class health outcomes regardless of who they are or where they live.

Executive Summary

Oregon is a national model for health care reform. For nearly a decade, Oregonians have been involved in intense efforts to create a person-centered, coordinated, community-based health care system that focuses on improving health, improving health care quality, ~~reducing~~ controlling costs, and eliminating health disparities. We have seen remarkable gains, but there is still more work to do. Under Governor Brown's leadership, 94% of all Oregonians and 100% of children now have access to quality health care coverage, ~~and we intend to build on and extend that success.~~ But coverage alone does not create health. Governor Brown's vision means that we must also improve the conditions in which Oregonians and their families are born, live, learn, work, and grow older. A central goal is to ensure that as we work toward world-class outcomes we ~~develop a shared vision of integrating~~ fully integrate health equity, tribal, and racial justice in our ~~charge to~~ focus on social determinants of health. ~~In so doing, we will continue to build thriving communities for all ages and abilities.~~ The pathway to improved health includes increasing connections between health care and early learning, human services, social supports, ~~as well as~~ and affordable housing ~~and mobility options~~ to address social factors that influence health. Our goal in Oregon is and always has been to create the conditions and incentives for Oregonians to be healthy and to live healthy lives.

A key strategy to achieving lower costs, better outcomes and better health is to reduce the ~~silos and fragmentation~~ in health care. Physical health, mental health, substance use disorder treatment ~~and recovery services~~ and oral health services are too often delivered in separate, fragmented ways; by integrating these services, we can expand access to appropriate treatment at the right time and right place and maximize the opportunity to achieve better health outcomes.

Meaningful improvement in health requires having the same kind of access to mental health, and substance use disorder treatment as we have for physical health care. Every one of us has a

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friend, a loved one, or a neighbor who has experienced a mental health issue or substance use disorder. While we have made significant progress in Oregon in recent years and have led the nation in innovation in some important ways, we have much work to do to ensure timely access to evidence-based, tribal-based, and emerging best practices in mental health and substance use disorder treatment.

The same is true for oral health services. Tooth decay is the leading chronic disease for children and teenagers as well as one of the leading causes of school absenteeism.¹ Dental problems are also a leading cause of avoidable emergency department use. Oregon data show dental problems were the second most common emergency department diagnosis for adults aged 20 to 39 in 2010.² By creating strategies to coordinate and connect oral health services with physical health services, we create effective opportunities to get individuals into timely care in the right setting, saving costs and improving outcomes.

Finally, a healthy population requires a 21st century public health system with the capacity and resiliency to provide foundational public health services across the state, such as communicable disease control and chronic disease prevention and emergency preparedness. Our public health system is essential to supporting healthy lives and should be focused on upstream prevention and protections of Oregon's population.

To continue Oregon's leadership in providing essential health insurance coverage at a reasonable cost, the Governor's plan to sustain health transformation focuses on the following strategies:

1. Ensure Oregonians' access to health insurance coverage
2. Improve overall health outcomes through CCO 2.0
3. Control long-term cost growth in health care spending
4. Use reinsurance to keep rates affordable in the private market
5. Increase investments in mental health and addiction prevention and treatment, including suicide prevention
6. Modernize public health
7. Increase capacity, retention, and diversity in Oregon's health care workforce; emphasize cultural responsiveness and language accessibility
8. Good jobs = better health.

This is the important and natural next stage of health reform in Oregon

Background

When people have access to health care, communities are healthier. More people can work, go to school, and contribute in other ways to their local economy. Employers benefit from a

¹ <https://www.cdhp.org/state-of-dental-health/schoolandbeyond>. Accessed 8/29/18.

² Sun BC, et al. "Emergency department visits for non-traumatic dental problems: a mixed-methods study." *Am J Public Health* 2015; 105:947-955.

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healthier workforce, lower insurance costs, and less absenteeism. Fewer people turn to social services. In 2010, nearly 1 in ~~65~~ Oregonians lacked health insurance coverage. Oregon's lawmakers, stakeholders and advocates have worked for a decade to ensure that there are comprehensive health insurance options available for Oregonians and because of that work, today, 94 percent of all Oregonians have health coverage.

In addition, between Medicaid, the Public Employees' Benefit Board (PEBB) and the Oregon Educators' Benefit Board (OEBB), the state purchases health care coverage for approximately 1.2 million Oregonians. There are over 115,000 Oregonians who also purchase federally subsidized coverage through the state's Health Insurance Marketplace, which allows individuals to obtain affordable quality health insurance coverage. Each of these sources of coverage have been key to bringing Oregon's uninsured rate down from 17 ~~percent%~~ in 2010 to 6 ~~percent%~~ in 2017.

In 2017, Governor Brown further broadened coverage by signing into law "Cover All Kids", which extended eligibility for medical assistance to all Oregon children residing in families with incomes up to 300% of the federal poverty level. The legislature also provided funding in the individual private health insurance market for assistance with premiums and out-of-pocket expenses for qualified citizens of the Compact of Free Association (COFA) Pacific Island nations who are residing in Oregon.

Although there is more work to do to improve affordability and sustainability, this expanded coverage has brought important benefits by dramatically improving access to care, improving the quality of care, ~~containing costs through prevention and early intervention,~~ and ~~by~~ creating ~~thousands of new~~ more than 23,000 new health care jobs across Oregon³. Medicaid coverage is an effective antipoverty program; ~~as well,~~ in a 2017 study of ~~various~~ social programs' impact on poverty, Medicaid accounted for a 3.8 percentage point reduction in the poverty rate, and it is particularly important for people of color. The study showed that Medicaid coverage reduced poverty rates of Hispanics-Latinos by 6.1 percentage points and African Americans by 4.9 percentage points.⁴

In the next chapter of health care transformation and innovation, Governor Brown is prioritizing the need to improve the social conditions of communities across Oregon.

Medicaid and Coordinated Care Organizations (CCOs)

Oregon has a long history of bipartisan support to provide effective and accessible health insurance coverage for as many Oregonians as possible. ~~The goal is to~~ improve health care

³ <https://www.95percentoregon.com/increased-employment.html>, Accessed 8-29-18.

⁴ Remler, DK., Korenman, SD., Hyson RT., "Estimating The Effects Of Health Insurance And Other Social Programs On Poverty Under The Affordable Care Act" *Health Affairs* 36 No. 10 (2017): 1828-1837. DOI: 10.1377/hlthaff.2017.0331. ~~Health Affairs, 36, No. 10 (2017): 1828-1837 ©2017 Project HOPE - The People to People Health Foundation, Inc. (Accessed 8/17/18).~~

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quality, measure outcomes, and involve the community in setting health care priorities. In 2012, as part of a Medicaid 1115 waiver, Oregon received \$1.9 billion in additional federal funding over 5 years in exchange for a commitment to improve health care access and quality – as well as reduce increases in per capita health care spending – by focusing on population health, prevention, care coordination, and primary care.

Oregon ~~has successfully~~ met those commitments successfully by creating Coordinated Care Organizations (CCOs), ~~which were~~ a new form of managed care organization defined by a ~~new~~ broad governance structure, global budgets, accountability, transparency, and flexible spending. They are based in the community and charged with coordinating the physical, mental, addiction and oral health services of low-income Oregonians served through the Oregon Health Plan. Additionally, they are required to work with their Community Advisory Councils to develop and implement a Community Health Improvement Plans. In 2012, contracts were awarded to 16 regional CCOs with the expectation that they would make improvements in care while also living within a fixed global budget that could grow by no more than 3.4 percent per capita per year.

If CCOs stay within their budget target, meet their quality goals, and provide the required Medicaid services, they have the flexibility to implement innovative quality improvement programs and invest in health-related services that align with their Community Health Improvement Plan (e.g., housing supports, food security and community activities that support a healthy population). With flexible spending investments in community-based social services, CCOs have effectively redefined “physical health” to focus on a much broader definition of “community health”.

The state also set up an incentive pool to reward CCOs for meeting or exceeding targets on 17 quality measures, including:

- Cigarette smoking prevalence
- Colorectal cancer screening
- Childhood immunization status
- Controlling high blood pressure
- Controlling blood sugar in people with diabetes
- Application of dental sealants for children
- Depression screening and follow-up
- Prenatal and Postpartum care visits
- Developmental screening for children

Oregon’s health system transformation efforts were based on best practices nationally—focusing on patient-centered primary care and bringing together behavioral health, primary health care, and oral health care—and they have worked. Oregon’s Medicaid reforms and the

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CCO model have saved taxpayers an estimated \$2.2 billion between 2012 and 2017⁵, and CCOs are continuing to make progress on quality. The latest metrics report shows improvements in several areas including ~~but not limited to:~~ dental sealants for children, adolescent well-care visits, effective contraceptive use, developmental screenings in the first three years of life, and in health assessments for children in foster care.⁶

An independent analysis of Oregon's 2012-2017 Medicaid waiver supports these findings, showing that Oregon has spent less per Medicaid member than neighboring Washington, and that it has reduced emergency room visits and "low value" care⁷.

Today, almost 1 in 4 ~~low income~~ Oregonians receive their health care through the Oregon Health Plan.

Current Landscape: Medicaid & The Oregon Health Plan

In September 2017, Governor Brown asked the Oregon Health Policy Board (OHPB) to provide recommendations to the Oregon Health Authority (OHA) for how the state and CCOs can ~~further transform~~ advance health care ~~transformation~~ to continue further improving health outcomes, increase value, and hold down costs. Specifically, the Governor asked for recommendations in the following areas:

- Focus on social determinants of health and equity
- Increase value and pay for performance
- Improve the behavioral health system
- Maintain a sustainable cost growth

OHPB established work groups to address each of the Governor's outlined priority areas, held 10 community meetings around the state with more than 500 attendees, established an online survey for broader public input and obtained input from more than 25 Medicaid and/or health-related committees over the course of the year. In total, OHA-OHPB has received input from an estimated 2,500 Oregonians. OHPB's final recommendations are expected to be delivered to OHA in October 2018, in time to be included as appropriate in the CCO request for applications, expected to be issued in January 2019 for new five-year contracts effective January 1, 2020.⁸

The next phase of Medicaid transformation in Oregon (CCO 2.0) will be in large part defined by the new CCO contracts.

⁵ <https://www.oregon.gov/oha/OHPB/MtgDocs/January%202016%202018%20OHPB%20Retreat%20Board%20Packet.pdf>. See page 57. Accessed on 8-10-18.

⁶ <https://www.oregon.gov/oha/HPA/ANALYTICS-MTX/Documents/2017-CCO-Metrics-Report.pdf>. Accessed on 8-10-18.

⁷ Kushner, J. et al. "Evaluation of Oregon's 2012-2017 Medicaid Waiver." *OHSU Center for Health System Effectiveness*, 2017. www.oregon.gov/oha/HPA/ANALYTICS/Evaluation%20docs/Summat%20Med-ca-d%20Wa-ver%20Evaluation%20-%20Final%20Report.pdf.

⁸ Draft recommendations are posted at <https://www.oregon.gov/oha/OHPB/Pages/CCO-2-0-recommendations.aspx>.

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Current Landscape: Addiction Treatment and Recovery

The indiscriminate chronic disease of Substance Use Disorder (SUD) continues to plague Oregon families from all backgrounds. Nationally, the abuse of tobacco, alcohol, and illicit drugs is estimated to be responsible annually for more than \$740 billion in costs related to crime, lost work productivity and health care.⁹ Here in Oregon, the annual cost of SUD is estimated to be \$6 billion.¹⁰ Not only is this disease costly to our state, but it has significant detrimental impact on children and families.

Parents and caregivers who suffer with SUD expose their children to adverse childhood experiences, thus increasing the probability that kids will suffer from the same chronic illness.¹¹ According to data in the Adoption and Foster Care Analysis and Reporting System (AFCARS), caregivers suffering from SUD is frequently reported as a reason for removal, particularly in combination with child neglect.¹² Nationally, for almost 31 percent of all children placed in foster care in 2012, parental alcohol or drug use was the chief documented reason for removal. In Oregon, the situation is far worse. According to recent case reviews, nearly 75 percent of Oregon foster care placements involved parental substance use disorder.¹³ We must break the cycle of addiction passed through generations.

While Oregon has made great strides in reducing both over-prescription of opioids and overdose related to opioid use disorder, much work remains to be done. As overdose deaths from prescribed medications fall, we are seeing a corresponding rise in those deaths related to illicit substances such as methamphetamine and fentanyl.¹⁴ As Oregon fights the ongoing opioid epidemic, we cannot lose sight of the need to address addiction related to all dangerous substances, including alcohol.

Finally, we cannot ignore the connection between substance use disorders and mental health disorders. Research shows about half of those who are diagnosed with a substance use disorder have also experienced mental illness.¹⁵ In addition, a recent review by the National Institute on

Commented [TE1]: This is lifted from Jeff's paper.

⁹ National Institute of Drug Abuse, <https://www.drugabuse.gov/related-topics/trends-statistics#supplemental-references-for-economic-costs>

¹⁰ Dishion TJ, Patterson GR. 2006. The development and ecology of antisocial behavior in children and adolescents. In D Cicchetti, DD Cohen (Eds.) *Developmental psychopathology* (pp. 503-41). Somerset, NJ: Wiley.

¹¹ Choi, N. G., DiNitto, D.M., Marti, C.N., & Choi, B. Y. *Association of Adverse Childhood Experiences with Lifetime Mental and Substance Use Disorders Among Men and Women Aged 50+ Years*, *International Psychogeriatrics* 29(3): 359-372. doi: 10.1017/S1041610216001800

¹² Correia, M. (2013). Substance abuse data in child welfare. *Casey Practice Digest: Substance Use Disorders in Families With Young Children*. Casey Family Programs. Issue 5.

¹³ Paul Bellaty study from Rosa 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse. Bellatty, Paul

¹⁴ Oregon Prescription & Drug Overdose Data Dashboard "Oregon Drug Overdose Deaths." The Oregon Health Authority. <https://www.oregon.gov/oha/PH/PREVENTIONWELLNESS/SUBSTANCEUSE/OPIOIDS/Pages/data.aspx> accessed 8/20/2018.

¹⁵ Santucci K. Psychiatric disease and drug abuse. *Curr Opin Pediatr*. 2012;24(2):233-237. doi:10.1097/MOP.0b013e3283504fbf.

Ross S, Peselow E. Co-occurring psychotic and addictive disorders: neurobiology and diagnosis. *Clin Neuropharmacol*. 2012;35(5):235-243. doi:10.1097/WNF.0b013e318261e193.

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Drug Abuse (NIDA), cites evidence that 60 percent of adolescents in community-based substance use disorder treatment programs also meet diagnostic criteria for mental illness.¹⁶

But fragmentation in the health care system has created artificial silos between physical health, mental health and addictions treatment and services, which makes it harder for individuals to get their needs met while providers face barriers in information sharing and communications. Arcane billing rules that don't recognize whole-person treatment continue to present unneeded challenges to access. This means that Oregonians who struggle with substance use disorders and mental health challenges face barriers getting the services and support they need every single day. While Oregon's health care systems have worked toward a new model of care that coordinates physical and behavioral systems of care, it is past time for us to address the systemic and operational barriers that prevent individuals and their families from getting the right support at the right time.¹⁷

Current Landscape: Oregon Health Insurance Marketplace

In 2018, more than 156,000 Oregonians signed up for private health insurance through the Oregon Health Insurance Marketplace. More than 115,000 Oregonians have qualified for federal tax credits that make health premiums more affordable for moderate-income individuals and families. On average, Oregonians who bought health coverage through the Marketplace and received subsidies for 2018 plans had their premiums reduced by \$410 per month.¹⁸

The Oregon Reinsurance Program, created during the 2017 legislative session, protects and stabilizes all insurance companies within the individual market, which insures ~~around~~ nearly 200,000 Oregonians in every corner of the state. The positive effect of the Oregon Reinsurance Program provides relief for Oregonians and helps reverse some of the health insurance rate increases related to uncertainty caused by actions at the federal level. For 2018 and 2019 plan years, the program helped reduce individual market rates by approximately 6 percent thereby strengthening our health insurance markets and assuring access to affordable health coverage.¹⁹

Stable and strong insurance markets contribute significantly to Governor Brown's priorities of supporting Oregon's families and children's access to quality health care. Lower rates also have a positive economic impact for small businesses and a thriving statewide economy.

Kelly TM Daley DC. Integrated Treatment of Substance Use and Psychiatric Disorders. *Soc Work Public Health*. 2013;28(0):388-406. doi:10.1080/19371918.2013.774673.

¹⁶ <https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/1155-common-comorbidities-with-substance-use-disorders.pdf> Accessed on 8/28/18.

¹⁷ <https://www.oregon.gov/oha/HPA/CSI-BHP/Documents/Behavioral-Health-Collaborative-Report.pdf>, p. 3, Accessed August 28, 2018.

¹⁸ https://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/Marketplace-Products/2018_Open_Enrollment.html.

¹⁹ <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2832> and <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2170>.

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Since 2017, federal actions designed to dismantle the Affordable Care Act continue to impose uncertainty and risk on Oregon's insurance markets. The repeal of the individual mandate coupled with new federal regulations designed to expand association health plans and short term, limited duration health insurance policies, fragment a healthy and robust ACA risk pool and indirectly raise health insurance premiums. In the absence of state action, these federal policy changes could lead to large premium increases and market destabilization. Oregon must continue to find solutions to stabilize our health insurance markets and ensure affordable access to health insurance coverage for all Oregonians.

~~Work done to date~~ Key Accomplishments to Date

- **Expanded access to health care coverage and access to care** to 94% of adults and 100% of children in Oregon.
 - By directing agencies to maintain coverage for children on the Children's Health Insurance Program (CHIP) in the face of Congressional inaction, the Governor provided stability to 80,000 Oregon children whose access to health care was threatened;
 - Passed "Cover All Kids" in 2017, ensuring that every child in Oregon has access to the health care they need to stay healthy, learn, and play;
 - Secured a Medicaid funding package to preserve coverage for a million Oregonians on the Oregon Health Plan. The package was later affirmed with strong support by the voters in a special election in January 2018; and,
 - Guaranteed access to reproductive health care by ~~passing~~ signing the Reproductive Health Equity Act (RHEA), which extends access to the full range of reproductive health services and post-partum care to people who can become pregnant, protects care for the people with private and employee sponsored health care through no cost sharing or copays and prohibits discrimination in the provision of reproductive health services.
- **Addressing addiction prevention, treatment and recovery.**
 - Created the Opioid Epidemic Task Force in 2017 as part of a statewide effort to combat opioid abuse and dependency. The Task Force consists of medical experts, drug treatment specialists, and government officials. Their mission is to identify and implement efforts to address the growing opioid misuse and abuse across the state. Among other things, the Task Force has prioritized reducing the number of narcotic pills in circulation, improving access to high quality treatment, facilitating data sharing and the promotion of cutting edge education efforts; and,

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- Executive Order 18-01 declares substance abuse and addiction to be a public health crisis in Oregon and calls for the Alcohol and Drug Policy Commission (ADPC) to create a state plan around addiction, prevention, treatment, and recovery. Signed into law a related bill (HB 4137), requiring that the ADPC provide the legislature with recommendations for a strategic plan for addiction prevention and recovery.
- **Reducing health care disparities and expand focus on social determinants of health.** Signed into law HB 4018, which requires that CCOs spend a portion of their annual net income or reserves on services designed to address health disparities and the social determinants of health.
- **Protecting Oregonians from unreasonable health insurance rate increases.** Signed into law the Oregon Reinsurance Program in 2017 to stabilize the individual health insurance market.
- **Supporting Tribal health.**
 - Governor Brown directed the Oregon Health Authority to work closely with Oregon's nine tribes to maximize a federal opportunity to claim 100% federal funding for health care services provided outside of tribal health facilities under specific care coordination agreements.
 - Supported tribal-directed care coordination to ensure sustainability, better care networks and culturally appropriate care for Oregon tribes.
- **Controlling health care costs.**
 - Signed into law cost containment measures directly affecting the Public Employees' Benefit Board (PEBB) and Oregon Educators' Benefit Board (OEBB) including limiting annual premium increases and per member per month costs to no more than 3.4 percent;
 - Signed into law a prescription drug price transparency act (House Bill HB 4005) that creates transparency and accountability for rising drug costs. HB 4005 also created the Task Force on the Fair Pricing of Prescription Drugs;
 - Signed into law Senate Bill 419, which established the Joint Interim Task Force on Health Care Cost Review to explore opportunities to limit the growth of health care expenditures, address cost drivers, assess the potential impact and feasibility of the Maryland model, and consider and evaluate alternative models to control costs. The main recommendation of the task force is that the state establish a statewide health care spending target for the annual rate of growth of total health care expenditures in Oregon²⁰; and.

²⁰ A draft final report of the Joint Interim Task Force on Health Care Cost Review is available at <https://olis.leg.state.or.us/liz/201711/Downloads/CommitteeMeetingDocument/149994>. Accessed 8-29-18.

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~~and~~

- **Protecting people with Pre-Existing Conditions.** Governor Brown has continued to work with Governors of other Medicaid expansion states to lobby the federal government to maintain coverage for Oregonians with pre-existing conditions.

Governor's Strategies to Sustain Health Transformation in Oregon

To continue Oregon's leadership in providing quality health insurance coverage at a reasonable cost, the Governor's plan is as follows:

1. Ensure Oregonians' access to health insurance coverage
2. Improve overall health outcomes through CCO 2.0
3. Control ~~long-term~~ cost growth in health care spending
4. Use reinsurance to keep rates affordable in the private market
5. Increase investments in mental health and addiction prevention and treatment, including suicide prevention
6. Modernize public health
7. Increase capacity, retention, and diversity in Oregon's health care workforce; emphasize cultural responsiveness and language accessibility
8. Good jobs = better health

1. Ensure Oregonians' access to health insurance coverage.

- o Work hand in hand with our health care partners to secure long-term, sustainable funding for the Oregon Health Plan (OHP), ~~Oregon's Medicaid program~~, to ~~provide~~ maintain health care coverage for 95% of adults and 100% of kids; optimize federal funds, ensure that program funding comes from a broad revenue base, and provide a longer and more stable funding timeline ~~while maintaining a high standard for~~ working to improve access to quality care in underserved communities and rural Oregon;

o Continue access to the full ~~section~~ spectrum of reproductive health care including preventive care, preconception, contraception, prenatal and post-partum care, and abortion for all people, and, ~~Maintain~~ access to information about sexual health;

- o Continue to invest primary care infrastructure to build on gains, including Patient-Centered Primary Care Homes (PCPCH), support for robust care teams and data infrastructure. Continuing support for a primary care model that weaves together physical, behavioral and oral health ensures Oregon's providers can thrive as we move from paying for volume to paying for value in CCO 2.0;
- o Ensure all Oregonians in ~~all every~~ parts of the state have access to affordable, quality health care coverage by using the state's purchasing power and continue to protect against unreasonable insurance rate increases;

Commented [TE2]: ESH thinks this is a really good soundbite that should show up much earlier in the document.

- Build upon our past success with the CCO model of care coordination, integration, and global budgets;
- Support the development of capacity and diversity of our ~~medical~~ physical health, behavioral, mental health, addiction treatment, and oral health workforce across the state, with an emphasis on underserved rural communities;
- Encourage providers to enter into care coordination agreements with tribes to increase access to care, increase CCO coordination with tribes, and support tribal-~~ly~~ driven programs; and,
- Continue the Compact of Free Association (COFA) Premium Assistance Program, which provides premium assistance for low-income citizens of the Republic of Marshall Islands, the Federated State of Micronesia, and the Republic of Palau who have relocated to Oregon and who purchase health insurance coverage through Oregon's Health Insurance Marketplace²¹;

2. Improve health outcomes through CCO 2.0

Finalize the next round of ~~C~~oordinated ~~C~~are ~~O~~rganization contracts, ~~to~~ focus on strengthening connections to community-based services that address social determinants of health, reducing health disparities, ~~and~~ improving mental health and addictions services and integrating care.

- ~~Address~~ Take action on the social determinants of health by spurring sustainable community innovation and flexible investments in OHP to ensure that low-income Oregonians have access to the supports and services that allow them to live long, healthy lives—by strengthening connections to public health, early and life-long learning, human services, long-term supports, services, quality jobs and affordable housing, thereby improving overall community health;
- Deliver effective, integrated care. Physical, behavior, and oral health providers cannot coordinate effectively without fundamental system changes in the health care delivery system. Create a long-term plan that “weaves” physical, behavioral, and oral health in a way that creates effective communication capabilities between systems, facilitates referrals, and addresses transparent payment and billing issues; ~~referrals and creates effective communication capabilities between systems;~~

²¹ The Compact of Free Association is an international agreement establishing and governing the relationships of free association between the United States and the three Pacific Island nations of the Federated States of Micronesia, the Marshall Islands, and Palau.

- Identify, promote, and expand programs that integrate mental health, addiction ~~health~~, and oral health services into primary health care to further improve health outcomes and reduce long-term costs;
- Increase accountability for equity by increasing efforts to collect consistent, reliable race and ethnicity data to identify health disparities early on; and,
- Encourage CCOs to collaborate and consult with culturally specific communities and tribes to leverage community-driven solutions for better health outcomes and care coordination.

3. Control ~~growth~~ in health care spending.

Without strong cost controls, health care will continue to outstrip the growth of the state revenue and personal income. We must deliver care differently ~~in order to~~ reduce cost growth below 3.4 percent in Medicaid, PEBB, and OEBB, to ensure that costs do not outpace economic growth.

- Build on Oregon's success of setting a cost growth target in public programs by creating an all-payer cost growth target based on the total cost of care to contain costs across the entire health system. Build on Oregon's data and transparency efforts to identify opportunities to contain costs that are growing faster than the budgets of families, businesses, and state government;
- Identify and curb cost drivers in the health care system that lead to unwarranted price variation or expenditure growth;
- Expand the use of value-based payment tools that reward providers for better care and decrease costs across all payers, including Medicaid, PEBB, and OEBB and commercial insurance by reducing the use of low-value care and volume-based reimbursement;
- Ensure responsible implementation of cost growth controls so that costs are reduced rather than merely shifted unnecessarily to other payers;
- Promote quality of life improvements, healthy behaviors, and healthy workforce among state employees;
- ~~Through CCO contracts, ensure~~ Ensure that CCOs invest savings in services that address social determinants of health, such as housing supports, transportation and food security;
- Contain prescription drug costs by paying for value, partnering with other states, and aligning how we pay across state health programs; further explore options to control prescription drug costs through collaboration with stakeholders including

prescribers, CCOs and other payers, and technical experts. Follow recommendations emerging from the Fair Pricing of Prescription Drugs Task Force (HB 4005);

- Support healthy & thriving families by reducing adverse childhood events (ACEs) which contribute to biological and physiological changes that lead to adverse health consequences;
- Implement a universal home visiting for new parents to increase school readiness, improve health outcomes for children and families, improve family support system and connect families to community services;
- Provide culturally competent parenting education to families through existing philanthropic and private sector partnerships;
- Increase health literacy by improving communication with plain language; partner with educators to develop language; provide accurate, appropriate health information; and,

4. Use reinsurance to keep health insurance rates affordable in the private individual health insurance marketplace

- Continue the Oregon Reinsurance Program, which provides relief for Oregonians and helps reverse some of the health insurance rate increases related to uncertainty caused by actions at the federal level. For 2018 and 2019 plan years, the program helped reduce individual market rates by approximately 6 percent, strengthening our health insurance markets and assuring access to affordable health coverage.

5. Increase access to ~~evidence-based~~ mental health and addiction treatment, including suicide prevention

- Use OHA's contracting authority for CCOs, local mental health authorities (LMHAs)/community mental health programs (CMHPs) and local public health authorities (LPHAs) to establish baseline expectations for standards of care and access, accountability for outcomes and transparency while promoting and supporting local control and innovation;
- Reduce administrative burden and system complexity and move toward value-based payment with shared financial risk based on clear accountability and span of control.
- Continue investment in addiction and recovery treatment that focuses on a two-generation approach (parents and children);
- Complete the behavioral health workforce needs assessment called for in Oregon's Behavioral Health Collaborative by February 2019, including licensed, unlicensed, certified, uncertified, and registered workforce;

- Expand in-home intensive behavioral health services for children and youth with specialized needs;
- Assess barriers to effective use of peer-delivered services; establish clear standards for effective and appropriate use of peer delivered services as part of CCO 2.0; and,
- Provide increased access to non-opioid alternative pain treatments;
- Reduce risk factors for suicide for Oregon youth and adults by implementing an Oregon Youth Suicide Intervention and Prevention Plan and an Adult Suicide Prevention Plan; and,
- Continue to monitor opioid use through the Prescription Drug Monitoring Program;

~~2. Improve Oregon's public health system to address 21st Century public health challenges~~

Ensure Oregon has a 21st Century public health system to handle 21st Century public health challenges.

- Advance public health modernization efforts by strengthening clean drinking water protections, reducing communicable disease risks, increasing immunization rates, increasing prevention and helping communities address environmental health threats, such as wildfire, across the state;
- Enhance state investment in public health community capabilities that includes prevention of communicable diseases, emergency preparedness, and prevention services; and
- Create enduring partnerships with tribal, health equity and, culturally specific partners to inform and lead the development of Community Health Improvement plans (CHIPs) and Community Health Assessments (CHA).

7. Increase capacity, retention, and diversity in Oregon's health care workforce; emphasize cultural responsiveness and language accessibility.

- Require integration and utilization of Traditional Health Workers and health care interpreters within CCOs and primary care to ensure enhanced delivery of care and improve outcomes;
- Use OHA's contracting authority for CCOs, local mental health authorities (LMHAs)/community mental health programs (CMHPs) and local public health authorities (LPHAs) to establish baseline expectations, cultural competency training and language access;
- Ensure that rural and frontier Oregonians have unique needs met by increasing accessibility through Project Echo, telehealth, and supporting provider loan repayment and loan forgiveness programs; and,

8. **Good jobs = better health**

Good jobs are formidable tools for narrowing health disparities and containing health care costs. Governor Brown launched Future Ready Oregon in 2018 to provide skill and job training to students and adults, helping to close the gap between the skills that Oregon's workers have and the skills that Oregon's growing businesses and rural communities need. Having a good, living-wage job influences health both directly and indirectly. There are myriad links between income and health: the ability to buy better houses in neighborhoods with places to walk and cycle; the ability to buy healthier food and to invest in educational opportunities—all improve health outcomes.²²

- Increase career-connected learning opportunities in all schools and community colleges;
- Expand Registered Apprenticeship opportunities in health care and other high-growth occupations;
- ~~○ Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas;~~
- Develop the core competencies needed across the health care industry for non-licensed, non-certified health care occupations (e.g., traditional health workers) and connect this training pathway to the broader health care career pathway, ensuring workers have on and off ramps as they continue to develop their skills; and,
- Support the health workforce caring for our communities by increasing workforce development and licensing opportunities in rural and underserved areas.

Contact: Tina Edlund, Health Policy Advisor, Office of Governor Kate Brown

Email: tina.edlund@oregon.gov

Phone: 971-209-0604

Commented [TE3]: Reviewers thought this was too vague.

²² The Urban Institute and the Virginia Commonwealth University's Center on Society and Health, Income and Health Initiative: Brief Two, "Can Income-Related Policies Improve Population Health?", April 2015, pp1-10.

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: draft housing remarks
Date: Thursday, August 30, 2018 9:11:39 PM

Speech looks great. Have made edits to clean up the copy a little bit. Will you share the draft memo, speech, and FB link with GKB tonight or tomorrow morning (depending on when you see this). Please CC me.

Also, extra points for the pun.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 8:02 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: draft housing remarks

I wasn't sure how much hard info about goals from the agenda we wanted to put in, so I left it very generic.

<https://docs.google.com/document/d/1Vj8qaX2KFv4IA2QIP5T8vszhkWAHGyO7hqVqCwgRebc/edit?usp=sharing>

Draft memo, which is very scant on details since we're waiting on a Symphony person to come back to us, is attached, as is background materials. And, interesting preview snippet of the performance: <https://www.facebook.com/gabrielkahane/videos/10156551911938851/>

From: [KONDAYEN Kate * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [PAIR Chris * GOV](#); [BOYLES Stormy * GOV](#)
Subject: Memo and remarks for Friday evening Symphony event
Date: Thursday, August 30, 2018 9:22:23 PM
Attachments: [Housing Symphony Remarks 8.31.18.docx](#)
[Oregon Symphony\[1\]\[1\].docx](#)

Hi Governor,

I wanted to share some info on tomorrow evening's Symphony event. We are still waiting on logistical details from the event organizers, but you'll see a memo outlining what we know attached.

This short video snippet is a good preview of the performance piece itself:

<https://www.facebook.com/gabrielkahane/videos/10156551911938851/>

I've also attached the remarks I have drafted, and we have a speech prep session to go through it tomorrow afternoon. Please let me know if you need anything else in advance of that.

Thanks,

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

Good evening, I'm Governor Kate Brown.

I'm so incredibly pleased to be here, to be coming together with all of you to raise awareness on an issue that is so important to our community. Because no one can end homelessness alone.

We need a coordinated response that brings together everyone who can make a difference in their communities. From philanthropic partners like the Portland Symphony, to employers and business leaders, all levels of government, and to concerned citizens like you to get people quickly off the street and into permanent homes.

Housing instability and homelessness disproportionately affects families with children, low income families, rural areas, domestic violence survivors, our communities of color, and our veterans.

Meaning it affects our friends, our classmates, our colleagues—and our neighbors.

My goal as governor is to make sure that every Oregonian has the opportunity to thrive. That means having a warm, safe, and *affordable* place to call home.

Lots of folks from across the country are learning what we have known for a long time: Oregon is a great place to live. Our state has grown at a rapid pace over the last decade, which brings more vibrancy to our communities and to our economy.

But with growth comes growing pains, which we feel most acutely as working families try to find a home that is right for them. Homes near their jobs and schools.

Homes that are more than just four walls and a roof, with rents that don't mean choosing which bill to pay, or what to do without this month.

When we can do this for one family, children do better in school, and parents do better at work, or can look for better work.

When we can do this for many families, a community grows stronger.

When we can do this in every community, our state prospers.

This month, we announced funding for the development and preservation of 796 affordable homes across the state. Through the collaboration of state, local and federal partners, we are leveraging private investment, we've been able to bring the total of affordable homes under development in Oregon to 7,800.

This is a huge stride forward for Oregon, but we can't stop there. That's why housing is a key component of my plan to make Oregon's economy grow, and why we are targeting our investments where they make the biggest impact, at the local level, in communities large and small.

We come from all different walks of life and backgrounds, but when we raise our voices together for our neighbors, like we are doing this evening, we can all make a difference.

Because creating homes isn't just about buildings—it's about building our neighbors up.

Thank you very much.

This is an internal communication and may be confidential. Portions of this document are advisory in nature and may be exempt from public disclosure pursuant to ORS 192.502(1).



**GOVERNOR KATE BROWN
Event Memo**

Name/Title: Oregon Symphony

Sponsor: Oregon Symphony

Date: August 31st

Governor's Arrival Time: 5:30pm

Governor's Departure Time: 6:15pm

Location: Arlene Schnitzer Concert Hall, Stage Door, 784 SW Salmon Street, Portland, Oregon 97205

Event Memo Prepared By: Nikki Fisher

Preparer's Cell: 503-689-2509

Communications Staff & Cell: Kate Kondayen

DPU contact: Primary: [REDACTED]

DPU contact for Event: Jacob Blazer, 503-416-6347

Describe the purpose of the event and the Governor's role/Background:

Governor arrives at 5:30 or 5:45 and head to the green room.
Scott Showalter will take the stage at 6 PM, speak for 2-3 minutes, then introduce the Governor. Governor to speak for 1-3 minutes.

Provide a clear description of the program of events:

Describe how the room/events location will be set up:

In there a podium:

Describe the general audience:

List of VIPs attending e.g. local officials, state legislators, key regulators, etc:

Public description of events:

The Oregon Symphony's groundbreaking 2017/18 Sounds of Home season culminated in May with the world premiere of Gabriel Kahane's *emergency shelter intake form*, an oratorio that examines the scourge of deep poverty in America through the lens of homelessness and housing insecurity. As the lead commissioner, the Oregon Symphony will record *emergency shelter intake form* in a reprise performance at the Arlene Schnitzer Concert Hall on August 31.

This one-hour concert is presented free-of-charge, with a pay-what-you-will suggested contribution. Tickets must be reserved in advance (limit four per household). All proceeds will be donated to a consortium of social service agencies who partnered with the Oregon Symphony during the Sounds of Home initiative.

This concert is being recorded for a future CD release. We ask our audience to be as quiet as possible during the performance.

Please note that there is no late seating. Not recommended for children younger than 10 years of age.

Carlos Kalmar, conductor

* Measha Brueggergosman, soprano

* Holland Andrews, Gabriel Kahane, and Holcombe Waller, chorus of inconvenient statistics

* Maybelle Community Singers

* Gabriel Kahane: *emergency shelter intake form*

Proceeds will be donated to:

Central City Concern

Rose Haven Day Center for Women and Children

IRCO (Immigrant and Refugee Community Organization)

Catholic Charities of Oregon

Portland Homeless Family Solutions

Maybelle Center for Community

Emergency contact names and number for event sponsors on the day of the event:

Jacob Wade, Manager of Operations and artistic administration. Call or text him any time the day of performance at 847-530-5350

jwade@orsymphony.org

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: draft housing remarks
Date: Thursday, August 30, 2018 9:23:14 PM

Thanks! Still going for a while, let me know if you need anything.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 30, 2018 at 9:11 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: draft housing remarks

Speech looks great. Have made edits to clean up the copy a little bit. Will you share the draft memo, speech, and FB link with GKB tonight or tomorrow morning (depending on when you see this). Please CC me.

Also, extra points for the pun.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 8:02 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: draft housing remarks

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From: [KONDAYEN Kate * GOV](#)
To: [EDLUND Tina * GOV](#); [PAIR Chris * GOV](#)
Cc: [ROMAN Linda * GOV](#)
Subject: Re: Governor Brown's DRAFT health care plan
Date: Thursday, August 30, 2018 9:27:07 PM

Tina, just checking, and you may have told me this on the phone earlier, but did you incorporate most of this feedback into the draft you and Nik updated today, or should I keep this top of mind when reading?

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Date: Thursday, August 30, 2018 at 6:41 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>
Subject: Fwd: Governor Brown's DRAFT health care plan

Kate and Chris. My apologies but these comments came in last night from the Speaker's office.

Kate since some of this speaks to organization, I thought it might be useful as you are going through with that eye. My reaction:

1. Prescription drug costs...makes sense to emphasize more by moving it forward. I think part of the struggle I've had is "who is the audience?"
2. Opioids...jeff has reviewed and signed off, but their point is taken. We should include a reference to Jeff's paper.
3. Feels too much like inside baseball. Interesting to the legislature, but does the general public care?
4. Really a good point and I struggled with how to talk about bill passage...just repeating that she "signed into law" is so passive.

I didn't try to do anything with these — they came in very late in the day, but let me know how you'd like me to handle.

T

Sent from my iPad

Begin forwarded message:

From: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>
Date: August 30, 2018 at 12:08:42 AM PDT
To: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Subject: Fwd: Governor Brown's DRAFT health care plan

Hi Tina, see feedback from Kristina and Tim below.

Linda

Sent from my iPhone

Begin forwarded message:

From: Narayan Kristina <Kristina.Narayan@state.or.us>
Date: August 29, 2018 at 11:48:27 PM PDT
To: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>
Cc: Inman Tim <Tim.Inman@state.or.us>
Subject: RE: Governor Brown's DRAFT health care plan

Linda,

Thanks for giving us the opportunity to provide feedback. We have a few thoughts:

1. Prescription drug costs should be more prominently called out:
 - a. Highlight as a pocketbook issue within the early cost sections of the document
 - b. Reiterate on page 10 under the "affordable access" section
2. The opioid epidemic should be more prominently called out:
 - a. Highlight as an issue earlier in the document
 - b. Call out the participation of law enforcement on the Governor's task force (and members of the judicial branch)
 - c. Potential emphasis on expanding access to non-opioid pain treatment for OHP members (pending)
3. The document does well to speak about building a sustainable Medicaid budget for future years at the top of page 8. It does not mention the Governor's intent (action) to build a broad, diverse stakeholder group (business, industry) to develop this budget. This seems like a missed opportunity. Timelines for this work could be added to express urgency.
4. Page 6 outlines work that has been done to date. The highlighted policies and programs have been passed or established under the Governor's leadership or at her direction. It may be worth rephrasing "work done to date" to reiterate ownership.

Let us know if you have any questions.

Kristina

Kristina Narayan
Legislative Director
House Speaker Tina Kotek
503-986-1209

From: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>
Sent: Monday, August 27, 2018 4:36 PM
To: NARAYAN Kristina <Kristina.Narayan@state.or.us>; NARAYAN Kristina <Kristina.Narayan@state.or.us>; INMAN Tim <Tim.Inman@state.or.us>
Subject: RE: Governor Brown's DRAFT health care plan

Thanks Kristina. The document is intended to be a high level framework of the Governor's vision. It is an expression of priorities not a narrative for a budget document. I see it as a communications document to frame and communicate what the Governor has done and her vision to improve the conditions for Oregonians.

The closest example of how the health care document will be used is the Governor's education framework that was released today:
<https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2893>

The white paper will show up in a number of different ways this release is one example.

Feel free to give me call if you have more questions.

LR

Linda Roman, Deputy Healthcare Policy Advisor

Office of Governor Kate Brown
Somerville Building
775 Court Street NE
Salem, OR 97301

Mailing address:
900 Court Street NE, 254
Salem, OR 97301

Phone: 503-428-3524

Executive Assistant Coline Benson
Coline.Benson@oregon.gov

From: Narayan Kristina <Kristina.Narayan@state.or.us>
Sent: Monday, August 27, 2018 4:25 PM
To: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>; NARAYAN Kristina <Kristina.Narayan@state.or.us>; INMAN Tim <Tim.Inman@state.or.us>
Subject: RE: Governor Brown's DRAFT health care plan

Thanks, Linda. What is the intended purpose of this document? We will take a look and send you any feedback we may have by close of business on the 29th.

Kristina

Kristina Narayan
Legislative Director
House Speaker Tina Kotek
503-986-1209

From: ROMAN Linda * GOV [<mailto:Linda.ROMAN@oregon.gov>]
Sent: Monday, August 27, 2018 4:09 PM
To: NARAYAN Kristina <Kristina.Narayan@state.or.us>; INMAN Tim <Tim.Inman@state.or.us>
Subject: Governor Brown's DRAFT health care plan
Importance: High

Hi Tim and Kristina,

The Governor has been engaged in developing her health care plan and would like to invite you to review and comment on this DRAFT version attached. We'd value your input on this very high level document. We have engaged key partners to inform this document they include: health industry, health equity, consumer advocates and all nine tribes. I'd like to get your feedback in any of the areas we've outlined—it is intended to be a natural extension of improving and extending access to health care, but lays out some new ground as well.

Of course, the turn-around time is tight. It would be great to get your feedback by COB Wednesday, August 29th.

Let me know if you have any questions.

Thanks,
Linda

Linda Roman, Deputy Healthcare Policy Advisor

Office of Governor Kate Brown
Somerville Building
775 Court Street NE
Salem, OR 97301

Mailing address:
900 Court Street NE, 254
Salem, OR 97301

Phone: 503-428-3524

Executive Assistant Coline Benson

Coline.Benson@oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Exec appointments PR
Date: Thursday, August 30, 2018 9:39:11 PM

Hi Chris,

Mary called me this afternoon. She and Kristina will be submitting September leg days appointments tomorrow after noon. I'd prefer to just get the press release out, but we could easily hold until Tuesday morning. Do you have a preference?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: FW: GKB background questions
Date: Thursday, August 30, 2018 9:44:50 PM
Attachments: [Housing Agenda FINAL.pdf](#)

FYI

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 30, 2018 at 9:44 PM
To: Lauren Dake <ldake@opb.org>
Subject: Re: GKB background questions

Hi Lauren,
I've taken a swing at some answers below, for background. Let me know if you need any more info...

From: Lauren Dake <ldake@opb.org>
Date: Thursday, August 30, 2018 at 9:36 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: GKB background questions

Hi Chris,

I hope all is well on your end.

I'm finally able to focus on some GKB stories and have a couple of quick background questions.

- What is on your list of Brown's greatest legislative achievements as governor?
(Transportation package, minimum wage, transparency advocate, background checks ...?)
Transportation, health care, and the entire suite of transparency reforms (both in legislation and executive actions) are all on my list. What really stands out for me are the wins that came out of a consensus process like transportation, health care funding, and now schools. It takes a lot of work and staff time to put a bi-partisan package together over a period of months or years and not have it fall apart in the last weeks of session.
- What is her (even if it's rough) legislative agenda for the upcoming session?
You can see her agenda start to take shape in the policy papers we are releasing. There will be several more of these papers coming out over the next month. We'll decide on a few other things once we know more after the election (the make-up of the legislature) and the budget process starts to come to a close (that's late November).
- What has she done (more specifics the better, bill numbers and dollar amounts) to help ease the state's housing crisis? (And could you also include me when you send Dirk her housing plan.)
I've attached the housing agenda, which has all those details, in case Dirk didn't get a chance to share with you this afternoon.

Same question for DHS?

This information will be released mid-September, if your deadline is that far out. Otherwise, I can see what we can put together for you in advance. Just let me know either way.

- Do you keep a list of her national media appearances and is that something you could share with me?

We don't keep a list. Can say off hand that her last national media appearance was on NewsHour with Governor Hogan last March. They discussed their US Senate testimony on Opioids.

- Also, regarding ODE – what happened to the idea of hiring an innovation officer? I know Colt Gill was hired for a year. But has that idea since fizzled?

Hasn't fizzled. Colt is carrying on the work of the innovation officer in his current role at ODE. The innovation officer role had higher emphasis on engaging with educators, school and community leaders around best practices in K-12 teaching and learning, which is exactly the work he is doing leading the agency.

Thanks,

Lauren Dake

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Political Reporter | OPB
7140 SW Macadam Ave. | Portland 97219
503-200-6963 (office)
541-554-1162 (mobile) | @LaurenDake

Housing Policy Agenda:

Housing Stability for Children, Veterans,
and the Chronically Homeless and
Increased Housing Supply for Urban
and Rural Communities

Kate Brown, Governor
James LaBar, Housing Policy Advisor

August 30, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

Every Oregonian, in communities large and small, has access to housing choices that allows them and their family to thrive.

Executive Summary

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address housing needs across the entire housing spectrum.



Governor Brown's housing agenda has four strategies that focus on areas where the impacts of the housing shortage are the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. One overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. We must strike a balance between providing relief to renters in times of outsized rent increases while at the same time supporting development partners to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with protections from no-cause evictions, as well as resource investments to help people find and keep their homes, keep communities intact, and address high rent increases.



Governor Brown's plan entails approximately \$370 million of state investments, focusing on housing stability for families with children, veterans, the chronically homeless, and rural communities:

- 1. Prioritize Ending Children's Homelessness*
- 2. House Oregon's Veterans*
- 3. Invest in Permanent Supportive Housing for the Chronically Homeless*
- 4. Accelerate Growth of Housing Supply*

The Governor's goal is to continue growing state leadership in efforts to house all Oregonians, including increasing state investment in affordable housing by tripling the existing pipeline to 25,000 homes by 2023, maintaining a constant supply of all housing types, and supporting efforts by local governments and the private sector to further overall housing goals.



Background

The nation as a whole is facing unprecedented housing need and a shortage of safe and affordable housing. From 2000 to 2015, 23 states under-produced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon is not immune to this crisis, having underbuilt 155,156 housing units during that fifteen-year period.¹

The shortage has had negative impacts across Oregon's housing spectrum. Understanding individuals and families in different housing situations and income levels is important, because different strategies are needed to address the various challenges. Major categories of housing challenges include individuals and families experiencing homelessness, affordable housing, and market-rate housing. The situations, terms, definitions, existing

tools, and new proposals are summarized in Appendix 1: Housing Spectrum Table.²

Adverse impacts from Oregon's housing shortage have been felt across the spectrum with these groups being acutely affected:

1. Families experiencing homelessness
2. Oregon's homeless veterans
3. Chronically homeless individuals
4. Rural communities

Across all these groups, communities of color bear the brunt of the housing crisis. African-Americans and Native Americans, in particular, are much more likely to experience homelessness, are more likely to spend more than 50 percent of their income on rent, and are far less likely to own their homes than white Oregonians.³

1. *Up for Growth, Housing Underproduction in the U.S.: Economic, Fiscal and Environmental Impacts of Enabling Transit-Oriented Smart Growth to Address America's Housing Affordability Challenge*, (Up For Growth National Coalition, 2018), 4.

2. Note: The table uses data and definitions from: Metro's "Regional Affordable Housing Framework," which uses income data from HUD 2018 Median Income Percentages for the Portland Vancouver-Hillsboro MSA Worksystems Inc. 2014, BLS 2016, OASDI/SSI 2017. MFI calculations assume a three-person household; HUD definitions for homelessness.

3. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).



According to the 2017 Point-in-Time Count, 13,953 people experienced homelessness in Oregon on a single night in January, a 6 percent increase from 2015.⁴ The data by county shows that homelessness is an issue all across the state, not just in the metropolitan areas.

Vacancy Survey shows that since 2000, Oregon's homeownership rate has typically been below the national average. As of 2017, Oregon has the ninth-lowest homeownership rate in the U.S.⁶ Most concerning, homeownership rates among communities of color are significantly lower than for the white population. In Oregon, the homeownership rate for the white population is 63 percent compared to just 30 percent for African-Americans, 42 percent for Hispanics and Native Americans, and 58 percent for Asian-Americans.⁷

4. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

5. National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

6. U.S. Census Bureau, *Housing Vacancies and Homeownership: Table 15: Homeownership Rates by State: 1984 to 2017*, (U.S. Census Bureau, 2018).

7. U.S. Census Bureau, *2016 American Community Survey 1-year Estimates: Tables B25003A, B25003B, B25003C, B25003D, B25003E, B25003F, B25003H, and B25003I*, (U.S. Census Bureau, 2017).

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened."⁵

Homeownership rates across the country have steadily declined since the foreclosure crisis began, and Oregon is no exception. The Census Bureau's Housing



8. U.S. Department of Housing and Urban Development, *The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness*, (U.S. Department of Housing and Urban Development, 2017).

9. In the 2016-2017 school year, 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations. This definition differs from the Point-in-Time count because it is more inclusive than the federal definition used by the U.S. Department of Housing and Urban Development to define homelessness in the Point-in-Time Count. Approximately 17,000 of the total number of students experiencing homelessness are living in doubled-up situations.

Families Experiencing Homelessness

According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness included families with children. Most alarmingly, the majority of those individuals (1,826 or 52 percent) are living without shelter at all.⁸ In addition to the Point-in-Time Count, the Oregon Department of Education estimates that 23,000 children were homeless or at risk of homelessness in some form, including students doubled up with friends and family members during the 2016-17 school year.⁹ The number of homeless students has increased for four straight years, with a 5.6 percent increase from the previous school year. In some counties, more than 10 percent of students are experiencing a form of homelessness.¹⁰

In 2017, 16 percent of the homeless population in the U.S. reported having experienced domestic violence at some point. Oregon had 8,323 requests for emergency shelter in 2017 that could not be met because Domestic Violence/Sexual Assault (DVSA) shelters were full. A one-day snapshot census of DV programs, completed in September 2017 by the National Network to End DV, reported that in Oregon 53 percent of all domestic violence services were for housing. Oregon currently does not provide enough housing assistance to meet the needs of survivors and their children.¹¹

The National Center for Homeless Education has recognized best practices for helping families that are based upon collaborative partnerships like Governor Brown's Children's Cabinet. The Cabinet is a collaboration between state agencies to provide wrap around support services to families participating in a program with a focused effort to coordinate services within the local community.



Oregon's Veterans

10. Oregon Department of Education, "Homeless Student Count Reaches All-Time High: Reflects trend of increased homelessness in Western U.S.," Oregon Department of Education (News Release), November 15, 2017.

11. National Hotline Reporting, <https://www.thehotline.org/about-the-hotline/state-reports/>; NNEDV DV Counts Census Data, <https://nnedv.org/content/domestic-violence-counts-12th-annual-census-report/>; Unofficial Release of DHS DV Report, https://www.oregon.gov/DHS/ABUSE/DOMESTIC/Pages/dvdata_pub.aspx; TA-DVS Data, https://www.oregon.gov/dhs/assistance/pages/data-pa.aspx?&p_SortBehavior=0&p_Title=2017&p_Date_x0020_M_x002f_D_x002f_YYYY=20170630%2007%3a00%3a00&p_PageFirstRow=1&p_View={0FA5817C-852E-4A0F-A2D4-0932D13928F2}; In 2017, 16,514 families received TA-DVS benefits, but only 27 percent could utilize payments.

12. Joint Office on Homelessness, "Celebrating a milestone in ending veterans homelessness" <https://multco.us/multnomah-county/gallery/celebrating-milestone-ending-veterans-homelessness>; KLCC, "Lane County Has Housed 860 Homeless Veterans Since 2014" <http://www.klcc.org/post/lane-county-has-housed-860-homeless-veterans-2014>.

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness. The 2017 Legislature authorized \$1.5 million to Oregon Housing and Community Services (OHCS) to support veterans' homeless services and prevention. In 2017-18, OHCS and Oregon Department of Veterans' Affairs (ODVA) collectively researched best practices; developed an interactive map of current veteran resources; and crafted a roadmap to functionally end veteran homelessness. The plan focused on building lasting infrastructure, including homeless veteran lists using people's names (by-name list) and deploying immediate resources for street outreach, rapid rehousing, and emergency housing assistance.

The infrastructure and resources have supported successes throughout the state and have helped local communities identify additional needs to help Oregon's veterans. Multnomah County was the first community on the West Coast to be certified for driving veterans' homelessness down to "functional zero," meaning more veterans are working toward becoming housed on any given day than falling into homelessness. In Lane County, Operation 365 has found housing for 860 homeless veterans from 2014 to 2018. The by-name list also has enabled Operation 365 to identify 221 more veterans who are still unhoused in Lane County.¹²

OHCS and ODVA have hosted two statewide Homeless Veterans Partners and Providers Convenings, which brought together leaders working to end veterans' homelessness in their communities. The convenings included participation from over 100 service providers and leaders from around the state who gathered to teach, learn, and collaborate on best ways to serve Oregon's veterans.



“The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless”

Chronically Homeless Individuals

One out of four people experiencing homelessness in Oregon is chronically homeless. The Corporation for Supportive Housing estimates that Oregon needs 12,388 units of housing to meet the needs of the chronically homeless, which includes populations facing barriers to stable housing such as seniors, those being released from prison and jail, individuals with intellectual and developmental disabilities, transition-age youth, people with substance use disorders, and those with serious and persistent mental illness.¹³

Permanent supportive housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap around supportive services for people experiencing homelessness who also have disabilities. As OHCS held listening sessions across the state in 2017-18 for the soon-to-be completed Statewide Housing Plan, the need for PSH rose to the forefront as one of the highest priorities for communities large and small.

13. *Oregon Housing and Community Services, 2017 Point-in-Time Estimates of Homelessness in Oregon, (Oregon Housing and Community Services, 2017); Corporation for Supportive Housing, “Supportive Housing Needs in the United States,” accessed July 1, 2018, <https://www.csh.org/supportive-housing-101/data/>.*



Rural Communities in Oregon

Urban Oregonians are not the only people facing housing challenges. An analysis done by Oregon's Office of Economic Analysis (OEA) shows that rural housing affordability is a significant issue in Oregon. OEA found that the median household income in rural Oregon at \$41,098 is very similar to the median household income in the rural United States at \$42,174. However, while median household incomes are similar, the housing prices in rural Oregon are much higher than in the rural U.S. The median home value in rural Oregon is 30 percent higher than in the rural U.S. at \$151,500 compared to \$95,700, and median rents are 16 percent higher in rural Oregon than in the rural U.S. at \$580 compared to \$500.¹⁴

Other themes heard throughout OHCS's outreach efforts for the Statewide Housing Plan were that the challenges related to housing stability and housing quality are present all across the state, not just in metropolitan areas, and that rural areas often face unique barriers to accessing resources due to limited capacity and infrastructure. The lack of building in rural communities has many causes, including but not limited to: lack of capacity of local governments to plan for and facilitate housing development; identifying buildable lands; local policies that disincentivize residential development; limited capacity or presence of local developers willing to work in rural communities; lack of construction labor/capacity to deliver the housing; and financial dynamics that make it difficult for rural housing developments to be viable.

14. Lehner, Josh, "Update on Rural Housing Affordability," Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis.com/2018/03/07/update-on-rural-housing-affordability/>.



Local Collaborative Efforts Making Strides

Within Oregon's housing crisis, there are examples where collaborative efforts are making progress for those in immediate housing need and in increasing the supply of affordable homes.

In the Portland Metro region, the Joint Office on Homelessness, a joint project between Multnomah County and the City of Portland, launched "A Home for Everyone." Because of the increased alignment, a new 75-bed shelter was operational in just one month at Congregation Beth Israel during last winter. When the winter shelter closed, all but four residents had permanent housing and the remaining gained access at another shelter.¹⁵

The Metro Council has referred a \$652.8 million general obligation bond to Portland-area voters for consideration on the November 2018 ballot. The proposal could fund the construction, acquisition, and renovation of affordable housing for approximately 7,500 to 12,000 people in the greater Portland region targeting low-income families.¹⁶

In Lane County, local partners are collaborating to address how to manage frequent users of public safety, emergency, and mental health resources to ultimately break the cycle of homelessness through a project called Frequent User System Engagement (FUSE). By identifying and focusing housing resources toward the highest users of the county jail and local emergency departments, the County has seen significant reduction in use of the jail, police contacts, and emergency services.

15. *Joint Office on Homelessness, A Home for Everyone, FY 2018 Third Quarter Outcomes Report, 3.*

16. <https://www.oregonmetro.gov/public-projects/affordable-housing-bond-information>

Lane County is also partnering with the local housing authority Homes for Good and the City of Eugene to leverage state mental health housing resources and grants from local health providers to provide permanent, stable housing for people experiencing homelessness, while offering wrap around supportive services necessary to ensure the maximum opportunity for overcoming homelessness.



RECENT ACCOMPLISHMENTS

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Some of the most significant initiatives include:

ONE: Increased development of affordable homes

Increased development of affordable homes: Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP). To put this number in perspective, Oregon funded 4,000 affordable homes in 2017 and roughly 3,500 in 2016.¹⁷ The state is helping to build new affordable homes in communities across Oregon, close to jobs and schools, by leveraging federal funding and private investments. Notably, these increased state resources have leveraged a previously

underutilized federal resource that had been left on the table—the 4% Low Income Housing Tax Credit, which is used with Private Activity Bonds. In 2017, OHCS financed twelve 4% LIHTC transactions, in contrast to recent years when OHCS financed only an average of four such transactions per year.

TWO: State investments in emergency housing and shelter to help the homeless

Usually left to county and city governments, for the first time the state has made significant investments in emergency housing assistance for unsheltered and unstably housed Oregonians. In 2017, these investments coupled with previous funds and other state and federal resources served approximately 31,000 individuals through a range of services that includes rapid rehousing, emergency and transitional shelter, and homelessness prevention.

17. Note: All three numbers include preservation as well as new homes.



THREE: Rural housing projects

In 2018, the Workforce Housing Initiative, led by Governor Brown's Regional Solutions Cabinet, funded partnerships between local communities, the business sector, and developers to address the housing shortage for working families in Oregon. The five pilot projects under this initiative will help Oregon learn how best to bring together businesses ready to expand, cities and counties ready to invest in infrastructure, developers ready to build homes, and, most critically, current and future employees ready to better their careers. Current pilot projects and partners are:

- Donald: GK Machine and the City of Donald
- Pacific City: Nestucca Ridge Development
- Warm Springs: Jefferson County School District
- Harney County: Community Response Team
- Lincoln County: Proud Ground

FOUR: Supporting first-time homebuyers

In 2017 the State had a strong year of the Oregon Bond Residential Loan Program, which finances below-market-interest loans for first-time homebuyers. OHCS provided over \$130 million in home loans to create 640 new Oregon homeowners, double the activity from 2016, and more than any year since the onset of the Great Recession. The agency is poised to meet or exceed that number in 2018. The state also is using the LIFT program to expand homeownership opportunities—OHCS expects to make a slate of awards for LIFT in fall 2018 that will fund the development of homeownership units affordable to low-income homebuyers. In addition to this home finance activity, the state is expanding its efforts to provide down payment assistance and housing counseling, which are critical tools in markets where prices are out of reach. A key



“Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number”

component of this service is Oregon’s individual development account (IDA) initiative, which helps Oregonians with modest net worth and low-to-moderate incomes improve their financial resiliency. IDA matching funds provide access to assets to achieve homeownership, pursue post-secondary education, or grow a microenterprise. Those who fulfill financial education requirements and make a withdrawal which qualifies for a match (“matched withdrawal”) are considered program “completers,” and represent 79 percent of all account closures in 2016. Oregon’s rate is among the highest completion rates reported by IDA programs across the country.

FIVE: Creating a statewide housing roadmap

In early 2019, OHCS will complete an ambitious five-year Statewide Housing Plan and create a policy agenda rooted in national best practices. The plan will lay out the vision and direction for the agency on major housing themes across the spectrum from homelessness to homeownership.



Goal: Making Sure Every Oregon Family has a Safe Place to Sleep

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness, to stable rental housing, to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes. Today the state is working more closely than ever before with local governments and other partners to address needs across the entire housing spectrum.

Governor Brown's agenda has four strategies that focus on areas where the impacts of the housing shortage have been the most acute. The four strategies run across Oregon's entire housing spectrum, including individuals and families experiencing homelessness, affordable housing, and market-rate housing. The overall goal is to simultaneously protect vulnerable renters while supporting the development of housing supply—both affordable and market-rate homes. The Governor's plan balances between providing relief to renters in times of high rent increases due to short supply, and supporting the development community to build more homes. The Governor supports protecting children, communities of color, low-income families, and other vulnerable populations with reasonable protections from no-cause evictions as well as resource investments to help people find and keep their homes, keep communities intact, and address outsized rent increases.



The Governor's Strategies:

ONE: Prioritize Ending Children's Homelessness

Ensure no kid shows up to school after spending the night in a car by ending homelessness for families with children and investing more resources to help vulnerable families stay in their homes.¹⁸

TWO: House Oregon's Veterans

End veteran homelessness in Oregon by ensuring veterans have an array of options to find and retain housing that meets their needs.

THREE: Invest in Permanent Supportive Housing for the Chronically Homeless

Move people from street corners and doorways and into homes by investing in proven strategies like permanent supportive housing.

FOUR: Accelerate Growth in Housing Supply

Dramatically increase the number of affordable homes throughout Oregon by supporting the growth of housing supplies.



ONE: Prioritize Ending Children's Homelessness:

Increase emergency rental assistance through the state emergency housing account and the state homeless assistance program, protect renters from no-cause evictions, make resource investments to help address outsized rent increases, and build and preserve more affordable homes for children and families.

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

The Governor proposes to

engage in a concerted, focused effort with local government, the private sector, and community partners to build a coordinated, cross-sector strategy to end child homelessness. The major tactics are:

A. Develop 2,200-2,600 units of affordable owner and rental housing, with incentives for family-sized units and tailored services for homeless families, by doubling the current investment to \$160 million of bonding capacity for the Local Innovation and Fast Track Housing (LIFT) Program.¹⁹

B. Dedicate resources to address the homeless crisis by raising funding amounts to \$50 million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and

18. Note: According to the U.S. Interagency Council on Homelessness, "An end to homelessness means that every community will have a comprehensive response in place that ensures homelessness is prevented whenever possible, or if it can't be prevented, it is a rare, brief, and one-time experience." <https://www.usich.gov/goals/what-does-ending-homelessness-mean/>.

19. OHCS estimate based on current LIFT investment experience.



to deliver the most impactful results for homeless individuals and families.

C. Prioritize the 23,000 homeless children currently attending Oregon schools with an intense focus on those students who are experiencing unsheltered homelessness. Governor Brown's Children's Cabinet, in conjunction with OHCS and the Department of Human Services' Family Self-Sufficiency program, is encouraging interagency partnerships and coordination to support a \$20 million investment of flexible funding to achieve clear and measurable goals to permanently house more families with children.

D. Preserve 400 units of existing, publicly-supported affordable housing by using \$25 million of bonding capacity. This investment is in alignment with data from the Oregon Affordable Housing Inventory and the publicly supported housing preservation program established by HB 2002 in the 2017 legislative session.²⁰

E. Acquire at least 800 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions in place from public agencies, by using \$25 million of bonding capacity to create the "Acquisition of Naturally Occurring Affordable Housing Investment" fund.²¹

F. Expand the individual development account (IDA) program, which would approximately double the number of program graduates, to help families build assets and find pathways out of poverty by increasing the tax credit cap from \$7.5 million to \$15 million annually.

G. Build on successful strategies to increase low-income renters' access to and retention of private market rental housing, increase the resources to meet the housing needs of domestic violence survivors and their children, and enhance renters' access to legal resources by providing up to \$20 million in investments.

20. OHCS estimate using estimate of \$62,500 per unit. For current 4% LIHTC for preservation – subsidy amounts ranged from \$20k to \$90k per unit.

21. OHCS estimate based on State of Minnesota practices; an ideal scope for loans is 70-80 units; 10-12 projects assumed.



TWO: House Oregon's Veterans: *Finish the job of ending veteran homelessness in Oregon.*

On March 31, 2017, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts that will finish the job. OHCS and the Oregon Department of Veterans' Affairs partnered to research best practices, developed an interactive map of current veteran resources, and crafted a roadmap to functionally end veteran homelessness.²²

The roadmap entails two tactics:

1. Build lasting infrastructure necessary to meet the on-going needs of Oregon veterans; and
2. Deploy immediate resources into permanent housing opportunities and emergency housing assistance for veterans experiencing or at-risk of homelessness.

The infrastructure necessary to meet the ongoing needs of Oregon veterans started with providing pilot communities with the resources to establish a by-

name list of homeless veterans, allowing for real-time data collection and detailed outcome tracking. The by-name lists will continue to help build networks of support so any future instances of veteran homelessness are rare, brief, and do not recur.

A statewide veteran homeless integrator has been recently hired and will collaborate with local communities to align resources and create a streamlined homeless veteran service delivery system. The integrator will continue statewide convenings, share best practices, forge cross-sector connections, and improve resource coordination and leveraging.

The deployment of immediate resources led to increased veterans' services including street outreach, emergency shelter, transitional housing, rapid rehousing, and homelessness prevention. These increased services and infrastructure started from the \$1.5 million can now be enhanced from the recently-increased Document Recording Fee resources.

22. Note: Functionally ending homelessness is defined as when the number of veterans experiencing homelessness within a community is less than the average number of veterans being connected with permanent housing each month.



THREE: Invest in Permanent Supportive Housing for the Chronically Homeless: *Increase funding to help the chronically homeless get off the streets, and increase access to addictions and mental health treatments and other critical medical care.*

Permanent supportive housing (PSH) combines lease-based, affordable housing with tenancy supports and other voluntary services to help individuals with high needs (including individuals with disabilities and those coming out of chronic homelessness) achieve stable housing and recovery in their communities. PSH features three components:

- Permanent: Tenants may live in their homes as long as they meet the basic obligations of tenancy, such as paying rent
- Supportive: Tenants have access to the support services that they need and want to retain housing
- Housing: Tenants have a private and secure place to make their home, just like any other member of the community, with the same rights and responsibilities

While PSH is a nationally-recognized, evidence-based best practice, sustainable funding sources for the three components of the model have yet to be invested in Oregon. New development capital is a one-time investment but ongoing funding for services, rental assistance and operations needs to be identified in order to bring PSH to fruition. These pieces are critical as the populations served in PSH are particularly vulnerable, with incomes below 15 percent of the median family income (MFI).

The Oregon Health Authority (OHA) and OHCS are collaborating to invest in PSH to create at least 200 new units of housing with supportive services across Oregon. In 2019, the Governor is proposing to use \$20 million of bond proceeds for the construction of the new units. In addition to the OHCS development funding, OHA will align the funding that they provide to communities across Oregon in the form of rent assistance and service dollars with HB 3063 (2017)



requirements in order to support a fully developed PSH effort. The requested funding will be made available for the 200 units by 2021; development completion can be anticipated by 2024. In addition, OHCS will work with OHA and project sponsors to track the impacts that these PSH units have on public systems. In addition to this funding request, OHCS is planning to re-tool its core programs to incentivize development of additional PSH units with appropriate services. OHCS is also working closely with OHA on the work to develop "CCO 2.0," which will include links to housing. In addition to successfully reducing chronic homelessness, impacts include any changes to emergency room utilization, primary care visits, criminal justice involvement, and behavioral and physical health improvement.

FOUR: Accelerate Growth of Housing Supply: *Increase Oregon's housing supply in both metropolitan and rural areas by a) expanding the workforce housing initiative, b) improving the path to build and permit innovative building types, and c) promoting training and apprenticeship programs for construction, particularly in rural Oregon.*

In her travels across the state, Governor Brown has heard from that the lack of workforce housing is a constraint to continued growth. In 2019, the Governor will launch the Greater Oregon Housing Accelerator to help communities throughout Oregon ensure people can live in the communities where they work. The Accelerator will continue the momentum generated by the Governor's Workforce Housing pilot project, which launched in 2017.

Under the pilot, state agencies reviewed their programs to find opportunities to partner with local governments, the business sector, and housing



developers to address the workforce housing shortage in Oregon. The Governor's Regional Solutions Cabinet identified tools to support public-private partnerships, including access to loans, grants, and targeted technical assistance. The initiative received 31 applications and awarded funding to five projects.

The Accelerator will use \$15 million in resources and continue leveraging the support of the Regional Solutions Cabinet to provide incentives to a minimum of three dozen collaborative partnerships between employers and communities statewide.²⁴

The Accelerator will include modification of the Housing Development Guarantee Account to lessen the risk for developers in rural communities. These statutory changes are modeled after programs in other states, and will enable Oregon to support developers in producing new units or rehabilitating low-quality housing stock. The changes would make \$20 million available to developers

by reducing the risk to housing lenders to facilitate development throughout greater Oregon.

In addition, Oregon will enhance the path to permit innovative building types, including tiny homes and modular housing as well as replacing manufactured homes, enabling local jurisdictions to adapt to the ever-changing market and support local businesses with a highly skilled workforce.

Governor Brown launched Future Ready Oregon to close the skills gap. HB 4144 (2018) turned wage earners into job creators by helping construction workers who are interested in building affordable, low- and middle-income housing in rural Oregon access resources to support starting their businesses. In 2019 Governor Brown will expand funding for construction-related CTE startup costs and work with the industry to address other workforce barriers. Future Ready Oregon will help provide the workforce we need to increase the supply of homes across the housing spectrum throughout Oregon.

24. Examples of eligible investments are: down payment assistance programs, land acquisition funding, gap financing, technical assistance funding, master leases, sponsoring/seeding of regional land trusts, and real financial investments in attainable housing developments. Other contributions and models will be considered.



Attachment 1: Housing Spectrum Table

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<p>These three terms (homeless, unsheltered homeless, and chronically homeless) define different types of homeless situations. There is no single story that describes who is homeless or how they became homeless, but here are some characteristics that increase people's chances to experience homelessness, especially during times of housing shortages.</p> <ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-30 percent Medium Family Income (MFI), less than \$22,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Individual on disability ○ Couple on social security • Housing context: <ul style="list-style-type: none"> ○ Housing affordable at this level requires an ongoing subsidy, such as rental assistance vouchers. Many households in this income bracket also benefit from support services for residents on site, which require additional subsidies or resources. The private market does not provide housing affordable at this level. 	<p>Homeless</p>	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Publicly or privately-operated shelter or transitional housing, including a hotel or motel paid for by government or charitable organizations 	<ul style="list-style-type: none"> • More permanent, affordable housing • Emergency Housing Assistance (EHA) • State Homeless Assistance Program (SHAP), including shelters • End Veterans' Homelessness • Local Innovation and Fast Track (LIFT) Housing Program
	<p>Unsheltered homeless</p>	<p>An individual or family who lacks a fixed, regular, and adequate nighttime residence, which includes a primary nighttime residence of:</p> <ul style="list-style-type: none"> • Place not designed for or ordinarily used as a regular sleeping accommodation (including car, park, abandoned building, bus/train station, airport, on the street or camping ground) 	<ul style="list-style-type: none"> • More permanent, affordable housing • EHA/SHAP • <i>Children's proposal</i>
	<p>Chronically homeless</p>	<p>A homeless individual or head of household with a disability who: lives in a place not meant for human habitation, in an Emergency Shelter, or a Safe Haven; AND has been homeless continuously for at least 12 months (stays in an institution of fewer than 90 days does not constitute a break); OR has been homeless on at least 4 separate occasions in the last 3 years where the combined occasions total at least 12 months (occasions are separated by a break of at least 7 nights)</p>	<ul style="list-style-type: none"> • Mental Health Housing Program • EHA/SHAP • <i>Permanent supportive housing</i>

Housing and Income Situations across the Spectrum	Housing Terms	Housing Definition	Key state tools in whitepaper (existing, proposed)
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 0-80% MFI, less than \$59,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Full-time, minimum wage worker, 32% MFI, \$23,000 ○ Customer service representative, 55% MFI, \$40,000 ○ Two full-time min. wage workers, 65% MFI, \$47,000 ○ Carpenter, 70% MFI, \$51,000 • Housing context: <ul style="list-style-type: none"> ○ 30-60% MFI: The private market does not typically provide new housing affordable at this level - at least not in locations with good access to transit and amenities. Regulated affordable housing at this level often requires subsidies to construct. ○ 60-80% MFI: The private market does not provide much new rental housing at this level. Most people in this group live in older rental housing stock that has “filtered” down to become more affordable. 	Affordable housing	Housing for which the units are rent restricted to a set percentage of Area Median Income, or an individual or family is paying no more than 30 percent of their income for gross housing costs, including utilities	<ul style="list-style-type: none"> • More permanent, affordable housing • LIFT • Preservation of affordable housing • Individual Development Account (IDA) • <i>Acquisition of “Naturally Occurring Affordable Housing”</i> • <i>Help renters access private market rental housing, increase resources to meet housing needs of domestic violence survivors, and enhance renters’ access to legal resources proposal</i>
<ul style="list-style-type: none"> • Income level: <ul style="list-style-type: none"> ○ 80-120% MFI, between \$59,000 - \$88,000 annual income • Income situations: <ul style="list-style-type: none"> ○ Police Officer, 91% MFI, \$66,000 ○ Electrician, 96% MFI, \$70,000 • Housing context: <ul style="list-style-type: none"> ○ Smaller format housing types like condos, cottage clusters, and accessory dwelling units can create more modest market rate housing options for this group, including a mix of rental and homeowner units. 	Market-rate housing (a.k.a. workforce housing, middle housing)	Market rate housing is any home (apartment, condo, house, etc.) that has no rent restrictions. An owner who owns market-rate housing is free to attempt to sell, rent, or lease the home at whatever price the local market is at	<ul style="list-style-type: none"> • <i>Greater Oregon Housing Accelerator</i>

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Exec appointments PR
Date: Thursday, August 30, 2018 9:46:06 PM

Let's go ahead and push it out, especially since the news on the ODF appointments will likely be breaking anyway.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 9:39 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Exec appointments PR

Hi Chris,

Mary called me this afternoon. She and Kristina will be submitting September leg days appointments tomorrow after noon. I'd prefer to just get the press release out, but we could easily hold until Tuesday morning. Do you have a preference?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: Exec appointments PR
Date: Thursday, August 30, 2018 9:46:44 PM

Okay, I'll draft a release tonight and circulate for review.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 30, 2018 at 9:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Exec appointments PR

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From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 9:39 PM
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Subject: Exec appointments PR

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Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: FYI
Date: Thursday, August 30, 2018 9:51:20 PM

<https://www.thelundreport.org/content/ceo-oregons-largest-medicaid-organization-resigns>

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: Re: Exec appointments PR
Date: Thursday, August 30, 2018 9:56:22 PM

Clean and easy. No need to highlight any appointments.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 9:46 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Exec appointments PR

Okay, I'll draft a release tonight and circulate for review.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Thursday, August 30, 2018 at 9:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Exec appointments PR

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Date: Thursday, August 30, 2018 at 9:39 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Exec appointments PR

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Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [EDLUND Tina * GOV](#)
Cc: [PAIR Chris * GOV](#); [ROMAN Linda * GOV](#)
Subject: Re: Governor Brown's DRAFT health care plan
Date: Thursday, August 30, 2018 10:03:03 PM

Thanks! I will keep 1 and 4 in mind, and I tend to agree with you on the work group idea, but perhaps if we frame it as we have with other issues like transportation of Governor Brown leading a consensus-driven process that will speak to them and align with other messaging. Sounds like we're in good shape with Jeff's portfolio content.

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Date: Thursday, August 30, 2018 at 10:00 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>
Subject: Re: Governor Brown's DRAFT health care plan

1. I didn't do anything with prescription drugs so that could be pumped up a bit.
2. I added a lot on addictions/ opioids from Jeff's paper.
3. Didn't agree with them about this...I'm not sure that anyone cares about forming a work group to address the budget, but if you disagree, I can write something up.
4. I think some of the "signed into law" is too passive, especially for legislation where she led, so you might keep an eye out for strengthening that language.

Sent from my iPad

On Aug 30, 2018, at 9:27 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Tina, just checking, and you may have told me this on the phone earlier, but did you incorporate most of this feedback into the draft you and Nik updated today, or should I keep this top of mind when reading?

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Date: Thursday, August 30, 2018 at 6:41 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>
Subject: Fwd: Governor Brown's DRAFT health care plan

Kate and Chris. My apologies but these comments came in last night from the Speaker's office.

Kate since some of this speaks to organization, I thought it might be useful as you are going through with that eye. My reaction:

1. Prescription drug costs...makes sense to emphasize more by moving it forward. I think part of the struggle I've had is "who is the audience?"
2. Opioids...jeff has reviewed and signed off, but their point is taken. We should include a reference to Jeff's paper.
3. Feels too much like inside baseball. Interesting to the legislature, but does the general public care?
4. Really a good point and I struggled with how to talk about bill passage...just repeating that she "signed into law" is so passive.

I didn't try to do anything with these — they came in very late in the day, but let me know how you'd like me to handle.

T

Sent from my iPad

Begin forwarded message:

From: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>
Date: August 30, 2018 at 12:08:42 AM PDT
To: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Subject: Fwd: Governor Brown's DRAFT health care plan

Hi Tina, see feedback from Kristina and Tim below.
Linda

Sent from my iPhone

Begin forwarded message:

From: Narayan Kristina <Kristina.Narayan@state.or.us>
Date: August 29, 2018 at 11:48:27 PM PDT
To: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>
Cc: Inman Tim <Tim.Inman@state.or.us>
Subject: RE: Governor Brown's DRAFT health care plan

Linda,

Thanks for giving us the opportunity to provide feedback.
We have a few thoughts:

1. Prescription drug costs should be more prominently

called out:

- a. Highlight as a pocketbook issue within the early cost sections of the document
 - b. Reiterate on page 10 under the “affordable access” section
2. The opioid epidemic should be more prominently called out:
- a. Highlight as an issue earlier in the document
 - b. Call out the participation of law enforcement on the Governor’s task force (and members of the judicial branch)
 - c. Potential emphasis on expanding access to non-opioid pain treatment for OHP members (pending)
3. The document does well to speak about building a sustainable Medicaid budget for future years at the top of page 8. It does not mention the Governor’s intent (action) to build a broad, diverse stakeholder group (business, industry) to develop this budget. This seems like a missed opportunity. Timelines for this work could be added to express urgency.
4. Page 6 outlines work that has been done to date. The highlighted policies and programs have been passed or established under the Governor’s leadership or at her direction. It may be worth rephrasing “work done to date” to reiterate ownership.

Let us know if you have any questions.

Kristina

Kristina Narayan
Legislative Director
House Speaker Tina Kotek
503-986-1209

From: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>

Sent: Monday, August 27, 2018 4:36 PM

To: NARAYAN Kristina <Kristina.Narayan@state.or.us>;
NARAYAN Kristina <Kristina.Narayan@state.or.us>; INMAN
Tim <Tim.Inman@state.or.us>

Subject: RE: Governor Brown's DRAFT health care plan

Thanks Kristina. The document is intended to be a high level framework of the Governor’s vision. It is an expression of priorities not a narrative for a budget document. I see it as a

communications document to frame and communicate what the Governor has done and her vision to improve the conditions for Oregonians.

The closest example of how the health care document will be used is the Governor's education framework that was released today:

<https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2893>

The white paper will show up in a number of different ways this release is one example.

Feel free to give me call if you have more questions.

LR

Linda Roman, Deputy Healthcare Policy Advisor

Office of Governor Kate Brown
Somerville Building
775 Court Street NE
Salem, OR 97301

Mailing address:
900 Court Street NE, 254
Salem, OR 97301

Phone: 503-428-3524

Executive Assistant Coline Benson
Coline.Benson@oregon.gov

From: Narayan Kristina <Kristina.Narayan@state.or.us>
Sent: Monday, August 27, 2018 4:25 PM
To: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>;
NARAYAN Kristina <Kristina.Narayan@state.or.us>; INMAN
Tim <Tim.Inman@state.or.us>
Subject: RE: Governor Brown's DRAFT health care plan

Thanks, Linda. What is the intended purpose of this document? We will take a look and send you any feedback we may have by close of business on the 29th.

Kristina

Kristina Narayan

Legislative Director
House Speaker Tina Kotek
503-986-1209

From: ROMAN Linda * GOV
[<mailto:Linda.ROMAN@oregon.gov>]
Sent: Monday, August 27, 2018 4:09 PM
To: NARAYAN Kristina <Kristina.Narayan@state.or.us>;
INMAN Tim <Tim.Inman@state.or.us>
Subject: Governor Brown's DRAFT health care plan
Importance: High

Hi Tim and Kristina,

The Governor has been engaged in developing her health care plan and would like to invite you to review and comment on this DRAFT version attached. We'd value your input on this very high level document. We have engaged key partners to inform this document they include: health industry, health equity, consumer advocates and all nine tribes. I'd like to get your feedback in any of the areas we've outlined—it is intended to be a natural extension of improving and extending access to health care, but lays out some new ground as well.

Of course, the turn-around time is tight. It would be great to get your feedback by COB Wednesday, August 29th.

Let me know if you have any questions.

Thanks,
Linda

Linda Roman, Deputy Healthcare Policy Advisor

Office of Governor Kate Brown
Somerville Building
775 Court Street NE
Salem, OR 97301

Mailing address:
900 Court Street NE, 254
Salem, OR 97301

Phone: 503-428-3524

Executive Assistant Coline Benson
Coline.Benson@oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Cc: [POLALES Jack * GOV](#); [BHATT Pooja * GOV](#)
Subject: Help with education stats?
Date: Thursday, August 30, 2018 10:06:45 PM

Hi Marc,

I want to get some stats around education. First, just a fact check: "With the class of 2017, Oregon schools notched their biggest one-year improvement in the statewide graduation rate since the current measurement system began eight years ago."

Source:

https://www.oregonlive.com/education/index.ssf/2018/01/oregons_graduation_rate_improv.html

The second requires some calculation. We know that the statewide average four-year graduation rate has increased 4.7 points over the last three years. What would be the comparable rate between 2011-2014? And is there a way to make an accurate comparison of what happened between 2003-2010, despite a change in measurement systems since then?

My colleague Jack Polales (copied) is happy to work with you or any ODE contacts you want to push him over to for this info.

Thanks!

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [LESLIE Berri * GOV](#)
To: [CHEANG Sophorn * GOV](#)
Cc: [BLOSSER Nik * GOV](#)
Subject: HR Ideas to promote diversity
Date: Thursday, August 30, 2018 10:12:47 PM

Hi Sophorn,

Here's the list I mentioned during our meeting today. I'm sure there are other good ideas too or that these could be improved upon. Glad to discuss these or other ideas any time!

Here are a few ideas that some agencies are currently doing that could be implemented as enterprise initiatives. They don't require any changes or updates in computer systems but they do require a willingness for people to change how they currently work, perhaps exert some modest additional effort and to potentially work outside their comfort zone.

Beginning with the premise that we can't impact diversity at leadership levels without hiring more diversity:

- Require agencies to review resumes and application materials "blind." This reduces unintended bias based on gender and ethnicity by reviewers and decision-makers after the agency human resource offices qualify the candidates. Hiring managers do not learn candidates' names until they are invited for interviews.
- Create an enterprise wide tracking system of diversity applicants—it can be as simple as an excel spreadsheet—that identifies diverse talent who apply for state positions and works with them to help find a position that fits with their interests and experience. For example, we had a terrific turnout of diversity candidates during the DCBS interview process. Although we did not select a diversity applicant there were applicants with excellent resumes to serve in other leadership roles in state government. I shared their resumes with other hiring managers and now one of the outstanding applicants is in a high level leadership role at OHA and I'm helping to make sure the other talented individual also knows about opportunities. If hiring managers like me had a shared resource where they could turn for help in these situations we would do a better job of helping diverse applicants land positions and ensure that their frustration with not getting one position doesn't result in their not continuing to apply.
- Some agencies have instituted policies that require that every interview panel include an employee of color. This does several things; it requires that diverse voices become part of key leadership decisions, it sends a message to applicants and employees that we value a diverse work force and participating on interview panels is one of the best ways to develop emerging leaders.
- The state could begin a small scholarship fund for employees of color that could either reimburse them for student debt if they agree to agency service or identify talented and emerging leaders of color in state service and provide financial assistance toward their education. Some agencies already participate toward their employees advanced education so this probably isn't a new expenditure but rather formalizing what is already happening and promoting it from a diversity perspective.

- Recruiters often say that they have a hard time finding diversity candidates in Oregon. We could create a recruitment strategy that identifies 5-10 classifications that are entry to mid-level management posts, with high potential for advancement and specifically recruit diversity candidates from outside Oregon with incentives that include reimbursement for relocation costs and tuition reimbursements. What about trying out an 18-month pilot and measuring the results?
- State agency recruiters also indicate that it is hard to recruit generally but especially for diversity candidates because of state government's location and the terrible work life imbalance daily commuting to Salem creates. It may be time for state government to adopt a statewide telecommuting policy that allows the state to articulate a more flexible vision in recruitment announcements. Especially for entry to mid-level management, employees will assume a job for state government means a 5-day commute work week. This could also be a part of the workforce initiative evaluating the state employee of the 21st century!
- Create a mentoring program for emerging, mid-level and even top level leaders of color. Mentors could include leaders in state government and leaders from the non-profit and business community.

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [BHATT Pooja * GOV](#); [CAPPS Lindsey D * GOV](#)
Subject: Missing footnote in agenda?
Date: Thursday, August 30, 2018 10:20:38 PM

Pooja, Lindsey—Sadie found a missing footnote, see below. Can you let me know what it should be, and I can get it back over to her for her reference, and update the file that's on the web?

Thanks!
Kate

From: OGAN Sadie L * GOV <Sadie.L.OGAN@oregon.gov>
Date: Thursday, August 30, 2018 at 12:45 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Hi Kate,

I was just reading through the policy agenda and had a question. I'm hoping I'm just being a dummy, but I can't find the #15 resource that is noted in the text on page 10. The left sided resources jump from 14 to 16. Any help would be greatly appreciated!

Thanks so much,
Sadie

From: Governor Kate Brown Press Office
[mailto:governors.press=das.state.or.us@mail226.atl271.mcdlv.net] **On Behalf Of** Governor Kate Brown Press Office
Sent: Monday, August 27, 2018 9:15 AM
To: OGAN Sadie L * GOV <Sadie.L.OGAN@oregon.gov>
Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career](#).

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full, 180-day school year; and increased investments in career technical education and post-secondary pathways."

[Governor Brown's agenda](#) for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. A multi-pronged approach is essential to address the needs relating to the "whole child," as no single solution will change the future of Oregon's students. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

###

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[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

This email was sent to sadie.logan@oregon.gov

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Oregon Office of the Governor • 254 State Capitol • 900 Court Street NE • Salem, Oregon 97301 • USA

From: [KONDAYEN Kate * GOV](#)
To: [MOLLER Mary * GOV](#); [RICE-WHITLOW Kristina * GOV](#); [PAIR Chris * GOV](#)
Cc: [FISHER Nikki * GOV](#)
Subject: FW: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation
Date: Thursday, August 30, 2018 10:40:00 PM

Hi all, we're pushing out the senate confirmations press release tomorrow. Kristina, if you'll just send me the file, I can upload into our drive and put in the link. I also need exact date during leg days that confirmation happens.

Chris, this quote is pretty weak sauce, I welcome heavy edits.

From: Governor Kate Brown Press Office
<governors.press=das.state.or.us@mail117.us4.mcsv.net> on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>
Reply-To: "us2-001ed7abb8-e073e9665f@inbound.mailchimp.com" <us2-001ed7abb8-e073e9665f@inbound.mailchimp.com>
Date: Thursday, August 30, 2018 at 10:38 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation

Governor Kate Brown announced her state board and commission appointments for consideration by the Oregon Senate in September

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NEWS RELEASE

August 31, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Brown Submits Appointments for Senate Confirmation

(Salem, OR) — Governor Kate Brown today submitted a list of state board and commission appointments to the Oregon Senate for confirmation. The Senate Rules Committee is scheduled to consider the nominations on September XX.

"Coming together collaboratively to work to improve the lives of all who live in our state is the Oregon Way," said Governor Brown. "I am grateful to all these Oregonians who have stepped up to serve our state across a variety of fields."

The full list of nominees is available online [here](#).

###

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[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

This email was sent to Kate.kondaven@oregon.gov

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From: [KONDAYEN Kate * GOV](#)
To: [GUTRIDGE Shevaun * GOV](#); [BUEHLER Dustin E * GOV](#); [ISAAK Misha * GOV](#)
Cc: [PAIR Chris * GOV](#); [FISHER Nikki * GOV](#); [KING Natalie * GOV](#)
Subject: FW: [Test] NEWS RELEASE: Governor Brown Announces Linn County Justice Court Vacancy
Date: Thursday, August 30, 2018 10:49:37 PM

Hi all,

I've put the announcement for next week into template, and have already scheduled it to go out at 10 AM on Thursday 9/6. Please let me know if you see a need for edits or timing adjustment.

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: Governor Kate Brown Press Office
<governors.press=das.state.or.us@mail217.suw16.rsgsv.net> on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>
Reply-To: "us2-001ed7abb8-1b518069bb@inbound.mailchimp.com" <us2-001ed7abb8-1b518069bb@inbound.mailchimp.com>
Date: Thursday, August 30, 2018 at 10:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: [Test] NEWS RELEASE: Governor Brown Announces Linn County Justice Court Vacancy

Governor Kate Brown's Press Office

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NEWS RELEASE

September 6, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Brown Announces Linn County Justice Court Vacancy

Judge Lemhouse to Retire from Linn County Justice Court

(Salem, OR) — Governor Kate Brown today announced that she is accepting applications for a judicial vacancy on the Linn County Justice Court created by the planned retirement of Judge Jad Lemhouse. The Governor thanked Judge Lemhouse for his dedicated judicial service, and announced that she will fill the position by appointment. Judge Lemhouse's retirement takes effect December 31, 2018.

The Governor's office will use its standard Circuit Court Interest Form for this Justice Court vacancy. Interested applicants should mail or deliver their completed application forms to: Misha Isaak, General Counsel, Office of the Governor, 900 Court Street NE, Suite 254, Salem, OR 97301-4047. Forms must be received by 5:00 p.m. on Wednesday, September 19, 2018. Forms emailed by 5:00 p.m. on the closing date will be considered timely so long as original signed forms postmarked by the closing date are later received.

Governor Kate Brown fills judicial vacancies based on merit. She encourages applications from lawyers with a wide variety of backgrounds and experiences. ORS 51.240 sets forth the qualifications for office. Applicants should review the statute to confirm their eligibility for appointment.

To receive answers to questions about the appointment process, or to request an interest form, contact Shevaun Gutridge at 503-378-6246 or shevaun.gutridge@oregon.gov.

The judicial interest form is also available [online](#).

###

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From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: A resource to tap?
Date: Thursday, August 30, 2018 10:59:04 PM

Sadie caught a very minor mistake in education during her leisure reading... maybe having her and Natalie do final-final with fresh eyes on the last PDFs before they go out would be good.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 10:56 PM
To: OGAN Sadie L * GOV <Sadie.L.OGAN@oregon.gov>
Subject: Re: Missing footnote in agenda?

Thanks! And, um, seriously, if you have fun copy editing, we need good eyes! No pressure

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Date: Thursday, August 30, 2018 at 10:55 PM
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Sent from my iPhone

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Thanks!
Kate

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 10:20 PM
To: BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Subject: Missing footnote in agenda?

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From: OGAN Sadie L * GOV <Sadie.L.OGAN@oregon.gov>
Date: Thursday, August 30, 2018 at 12:45 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Hi Kate,

I was just reading through the policy agenda and had a question. I'm hoping I'm just being a dummy, but I can't find the #15 resource that is noted in the text on page 10. The left sided resources jump from 14 to 16. Any help would be greatly appreciated!

Thanks so much,
Sadie

From: Governor Kate Brown Press Office
[<mailto:governors.press=das.state.or.us@mail226.atl271.mcdlv.net>] **On Behalf Of** Governor Kate Brown Press Office
Sent: Monday, August 27, 2018 9:15 AM
To: OGAN Sadie L * GOV <Sadie.L.OGAN@oregon.gov>
Subject: NEWS RELEASE: Governor Kate Brown Sets Goals for Oregon's Schools

Governor Kate Brown's Press Office

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NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Kate Brown Sets Goals for Oregon's Schools

New strategies include expansion of preschool, career and technical education, and school year; reduction of K-3 class sizes

(Portland, OR) — Welcoming students to Madison High School today, Governor Kate Brown announced her [strategy for creating a seamless system of education, from cradle to career](#).

"In my time as Governor, I've been around the state, listening to teachers, students, parents, school districts, and community partners," said Governor Brown. "We all agree that Oregon as a state can only reach its potential when our kids reach theirs. Education drives opportunity. To do that, we need to: improve high school graduation rates by making sure students graduate with a plan for their future; create a seamless system of education, serving our kids from preschool through higher education; and ensure our educator workforce and teacher pipeline is reflective of the growing and changing face of Oregon.

"To reach these goals, my strategy includes: guaranteed preschool for low income children; improved class sizes in kindergarten through third grade; implementing a full,

180-day school year; and increased investments in career technical education and post-secondary pathways."

[Governor Brown's agenda](#) for creating a seamless system of education is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. A multi-pronged approach is essential to address the needs relating to the "whole child," as no single solution will change the future of Oregon's students. Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.

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I

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: A resource to tap?
Date: Thursday, August 30, 2018 11:16:22 PM

Also, would you please drop the final education InDesign file in the folder, and I can make the footnote update and put corrected back on drive for public consumption? Thanks!

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
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NEWS RELEASE

August 27, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

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From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [SIEGEL Marc - ODE](#)
Cc: [POLALES Jack * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: Help with education stats?
Date: Friday, August 31, 2018 12:38:24 AM

Thanks Kate. Do you need this by 1 pm on Friday? Is that a good deadline?

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From: KONDAYEN Kate * GOV <kate.kondayen@oregon.gov>
Sent: Thursday, August 30, 2018 10:06 PM
To: SIEGEL Marc - ODE
Cc: POLALES Jack * GOV; BHATT Pooja * GOV
Subject: Help with education stats?

Hi Marc,

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Source:

https://www.oregonlive.com/education/index.ssf/2018/01/oregons_graduation_rate_improv.html

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My colleague Jack Polales (copied) is happy to work with you or any ODE contacts you want to push him over to for this info.

Thanks!

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: [CAPPS Lindsey D * GOV](#)
To: [MORAWSKI Lisa - CEDO](#); [STARR John - CEEdO](#); [BLUHM Angela - CEEdO](#)
Subject: Thank you!
Date: Friday, August 31, 2018 7:51:30 AM

Hi Lisa, John and Angela,

A huge thank you to each of you for all your time and all the hard work to prepare and submit our Agency Request Budget, and prior to the deadline today. Being an intensive and involved process at any scale, it is for a small office like ours requiring of a great deal of focus and attention amidst many critical projects. The many months of planning, decision-making and teamwork to complete this process, not to mention the execution of all the steps this week to put the complete budget document together, was impressive.

I wanted to send my thanks and wish you a relaxing Labor Day weekend.

Best,
Lindsey

Lindsey Capps

Chief Education Officer | Chief Education Office

255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
education.oregon.gov

For scheduling, please contact my assistant:

Debbie Green
503.373.1283
debbie.green@state.or.us

From: [MORAWSKI Lisa - CEDO](#)
To: [BLUHM Angela - CEEdO](#); [STARR John - CEEdO](#); [CAPPS Lindsey D * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: RE: Thank you!
Date: Friday, August 31, 2018 8:02:50 AM
Attachments: [image001.png](#)
[image002.png](#)

Thanks all. Indeed, it was a monumental task. Have a great weekend!

From: BLUHM Angela - CEEdO <angela.bluhm@ode.state.or.us>
Sent: Friday, August 31, 2018 7:58 AM
To: STARR John - CEEdO <John.Starr@ode.state.or.us>; CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; STARR John - CEEdO <john.starr@state.or.us>
Subject: RE: Thank you!

I am super glad to have gotten it out the door with some time to spare! Happy (restful!) weekend all!

Angela

From: STARR John - CEEdO <John.Starr@ode.state.or.us>
Sent: Friday, August 31, 2018 7:55 AM
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; STARR John - CEEdO <john.starr@state.or.us>; BLUHM Angela - CEEdO <angela.bluhm@state.or.us>
Subject: RE: Thank you!

I want to echo those thoughts; thank you Lisa and Angela, this wouldn't have come together as well without your continued help and support.

Have a great holiday weekend, stay safe.

John Starr – SLDS Project Director
255 Capitol St NE - Salem, OR 97310
john.starr@state.or.us
Desk - 503-947-2571 – FAX - 503.378.8395
education.oregon.gov



From: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov>
Sent: Friday, August 31, 2018 7:52 AM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; STARR John - CEEdO

<john.starr@state.or.us>; BLUHM Angela - CEEdO <angela.bluhm@state.or.us>

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From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#)
Cc: [POLALES Jack * GOV](#); [BHATT Pooja * GOV](#)
Subject: Re: Help with education stats?
Date: Friday, August 31, 2018 8:51:07 AM

Fine by me, thanks Marc!

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 31, 2018 at 12:38 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, SIEGEL Marc - ODE <marc.siegel@state.or.us>
Cc: POLALES Jack * GOV <Jack.POLALES@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
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Kate Kondayen
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O: 503.378.6496 | M: 503.689.0248

From: [CAPPS Lindsey D * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: Work Planning
Date: Friday, August 31, 2018 9:09:57 AM
Attachments: [2017_07_Education_InterimWP.docx](#)

Hi Berri,

This is not an urgent item, especially given all the work that you are leading around the children, families and health care this week and next.

I did want to check-in on planning relative to the education agenda and the early care and education plan. Enclosed is an earlier Governor's education area and interagency work plan submitted to you at your direction in July 2017. As you know, this was done in consultation with the Education Cabinet, and it identifies priority initiatives for both the Governor and each agency with assigned leads.

If this is a worthwhile exercise to do again as we look to first year actions, including policy and budget implementation, relative to the two 5-year plans, I am happy to take use this template and prepare a draft for further discussion. I have talked about this at a high-level with Pooja but did not want to get ahead of specific direction you will be giving to us, or the broader team of advisors.

Best,
Lindsey

Lindsey Capps

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255 Capitol Street, NE 4th Floor, Salem, OR 97310 | lindsey.d.capps@oregon.gov
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DRAFT
2017-19 Education Interagency Work Plan
Updated 7/14/17

Item	Description	Agency	Timeline / work required*
BUDGET			
2019-21 Unified Public Education Budget	Early Learning System Programs and Grant-in-Aid	ELD	Oct. 2017-Nov. 2018 Stakeholder engagement, coalition building and legislative strategy/outreach.
	K-12 State School Fund and Grant-in-Aid	ODE	
	Higher Education Support Funds and Grant-in-Aid	HECC	
	School Modernization, Environmental Health & Safety	ODE	
	Community College and University Capital Investment Strategy	HECC	
2019-21 Budget Development	Convene external cross-sector work groups to review, identify and prioritize strategic investments to improve key student outcomes and achieve college/career-readiness, workforce development goals.	CEdO, ELD, ODE, YDD, HECC, TSPC	Sept. 2017 – Oct. 2018 Recommendations provided to Governor for inclusion in 2019-21 GRB.
Accountability, Efficiency and Transparency in Education Funding	Develop strategies to strengthen alignment of local budget policy to state-level funding and priority-setting; and ensure accountability to achieving equitable student outcomes.	ODE, HECC	Now through Oct. 2018 Research, stakeholder engagement, policy development and legislative strategy
P-20W COORDINATION Interagency Policy and Planning			
Prenatal-3 rd Grade Transition	Interagency team focused on cross-sector strategies, policy and program development to achieve stable-and-attached families, kindergarten readiness and 3rd grade outcomes in academic proficiency, attendance and social-emotional development.	CEdO, ELD, ODE	Now through Oct. 2018 Research, stakeholder engagement, policy development, policy development, action by education boards and/or Legislature
Student Readiness, Support and Completion	Interagency team focused on coordinated, cross-sector strategies, policy and program development to improve student attendance outcomes, drop-out prevention and youth reengagement among at-risk populations.	CEdO, ELD, ODE, YDD, HECC	Now through Oct. 2018 Research, stakeholder engagement, policy development, action by education boards and/or Legislature
Secondary-to-Postsecondary Transition	Interagency team focused on coordinated, cross-sector strategies, policy and program development to expand learning pathways from middle school through postsecondary to achieve college/career-readiness standards and improve high school, college completion and employment outcomes. <ul style="list-style-type: none"> Interagency Measure 98 Implementation Team Interagency High School Graduation Improvement Team Sustainable Systems for Accelerated Learning Work Group CTE Advisory Group/STEM Investment Council/Workforce Development and Talent Council 	CEdO, ELD, ODE, YDD, HECC	Now through Oct. 2018 Research, stakeholder engagement, policy development, action by education boards and/or Legislature

Educator Workforce	Interagency team focused on cross-sector strategies, policy and program development to improve educator effectiveness, increase workforce diversity and high-quality, culturally-responsive teaching and learning Pre-K through Grade 12.	CEdO, ELD, ODE, HECC	Research, stakeholder engagement, policy development, action by education boards and/or Legislature
P-20W COORDINATION Operations & Education Cabinet			
Governance	Develop proposal for 2018 Legislature related to the authorities, functions and structure necessary to govern unified education system	CEdO	Now until Oct. 2017
Educator Advancement Council	Convene Governor's Council on Educator Advancement; coordinate the establishment of public-non-profit partnership and formation of regional educator networks; obtain funding for partnership in 2018 and for network plans in 2019 Legislative sessions.	CEdO, ODE, ELD, TSPC	Now through Jan. 2019
Statewide Longitudinal Data System (SLDS)	Complete IT project and implement public roll-out of SLDS	CEdO	Now through Feb. 2017
Education Research & Program Evaluation	Develop unified P-20 research and program evaluation agenda for 2017-19; and with alignment to Children's Council. Scope advisory committee function.	CEdO, ODE, ELD, YDD, HECC, Employment	Now through Fall 2017
40-40-20 Goals	Review statewide goals for education, including 40-40-20 goals.	CEdO, HECC	Fall 2017 through Oct. 2018
Children's Council	Aligning education budget and agency priorities to Children's Council strategies and work plan	ODE, ELD, YDD, HECC, TSPC	<i>TBD in consultation with other policy advisors and Council</i>
EARLY CHILDHOOD EDUCATION			
High-Quality Preschool	Develop plan for bringing to scale Preschool Promise and OPK Program to serve all eligible children; and through coordinated Early Learning Hubs	ELD	Now through Oct. 2018
Early Learning Educator Workforce	In conjunction with Educator Advancement Council, develop plan for improving pathways for certification, ongoing supports, professional learning and compensation for early learning providers.	CEdO, ELD	Fall through Oct. 2018
Effective Regulation and Enforcement for Child Care Providers	Develop proposal for 2018 session to provide needed regulatory authority for ELD Office of Child Care; make administrative and process improvements within ELD in accordance with audit findings.		Now through Oct. 2018; ongoing

Data Collection	Continue to build out IT infrastructure for Early Learning Division to ensure secure and effective collection of data from providers and programs.		<i>TBD based on further consultation with ELS Director</i>
K-12 EDUCATION			
ESSA: School and District Accountability, Supports and Interventions	Further refine state ESSA plan based on Federal peer review process; convene stakeholders to transition from existing school/district report card to new dashboard; further define metrics for well-rounded education.	ODE	Now through Fall 2017
Student Assessment	Develop statewide standards-based assessment to replace Smarter Balanced test; provide flexibility for 11 th grade assessment to include SAT/ACT	ODE	<i>TBD in consultation with Deputy Superintendent</i>
Grant-In-Aid Program Implementation	Ensure timely distribution of GIA funds to school districts through efficient and effective procurement process	ODE	Now through Fall 2017
High School Graduation			
Measure 98 Implementation	Review and approval of school district plan; convening of local and regional, cross-sector leadership to leverage additional partnership and resources to ensure effective implementation and develop stronger career/college pathway programs.	CEdO, ODE	Summer 2017 – Summer 2018
Statewide Chronic Absenteeism Plan Implementation	Rulemaking and implementation; convening of regional, cross sector partners, community-based organizations and state agencies beyond education where stronger wrap-around supports are needed.	CEdO, ODE	Fall 2018 – Summer 2018
Early Indicator and Intervention System Study	Research study and report identifying effective practices and interventions in partnership with 2 separate cohorts of school districts.	CEdO	Fall 2018-Summer 2018
Innovation Zones	Convene cross-sector, regional partners to develop plans for achieving student outcomes from early learning through postsecondary and career	CEdO, ODE, ELD, YDD, HECC	Fall 2018-Summer 2018
HIGHER EDUCATION			
Oregon Promise	Redefine and communicate program eligibility for students based on new total family contribution requirement.	HECC-OSAC	Now until Sept. 2017
Unified Statewide Transfer Agreements	HB 2998 directs HECC to establish criteria and identify major courses to be included in foundational curriculum; and facilitate transfer agreements between community colleges and public universities.	HECC	Now until Spring 2018
Student Success and Completion Initiative	Develop statewide program administered by HECC to provide comprehensive outreach and transition supports to students to	HECC	Now until Oct. 2018

	increase participation in and completion of degree programs at Oregon community colleges and universities.		
OTHER OPERATIONS & IMPLEMENTATION			
Youth Development Director	Oversee recruitment and hiring of Youth Development Director	DAS, ODE, Governor	By Oct. 1, 2017
TSPC Director	Oversee recruitment and hiring of TSPC Executive Director	DAS, TSPC, Governor	By Oct. 1, 2017

*Each item will have a project plan with well-defined scope, project deliverables, timeline and required resources.

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#); [MOLLER Mary * GOV](#); [RICE-WHITLOW Kristina * GOV](#)
Cc: [FISHER Nikki * GOV](#)
Subject: Re: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation
Date: Friday, August 31, 2018 9:39:25 AM

Do we even need a quote?

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 10:40 PM
To: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>, RICE-WHITLOW Kristina * GOV <Kristina.RICE-WHITLOW@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: FW: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation

Hi all, we're pushing out the senate confirmations press release tomorrow. Kristina, if you'll just send me the file, I can upload into our drive and put in the link. I also need exact date during leg days that confirmation happens.

Chris, this quote is pretty weak sauce, I welcome heavy edits.

From: Governor Kate Brown Press Office
<governors.press=das.state.or.us@mail117.us4.mcsv.net> on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>
Reply-To: "us2-001ed7abb8-e073e9665f@inbound.mailchimp.com" <us2-001ed7abb8-e073e9665f@inbound.mailchimp.com>
Date: Thursday, August 30, 2018 at 10:38 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation

Governor Kate Brown announced her state board and commission appointments for consideration by the Oregon Senate in September

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NEWS RELEASE

August 31, 2018

Media Contact:
[Kate Kondayen](#), 503-689-0248

Governor Brown Submits Appointments for Senate Confirmation

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[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

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From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [MOLLER Mary * GOV](#); [RICE-WHITLOW Kristina * GOV](#)
Cc: [FISHER Nikki * GOV](#)
Subject: Re: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation
Date: Friday, August 31, 2018 9:44:17 AM

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Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Re: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation

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To: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>, RICE-WHITLOW Kristina * GOV <Kristina.RICE-WHITLOW@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
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From: [KONDAYEN Kate * GOV](#)
To: [HUTCHINGS Laura * GOV](#); [BOYLES Stormy * GOV](#)
Cc: [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#)
Subject: FW: Womenspace Founders Award
Date: Friday, August 31, 2018 9:54:51 AM
Attachments: [WS Wonder Weekend invite.pdf](#)

FYI on the Eugene-based event. We agreed in the spring to send a video if the Governor couldn't attend, and these have been the most persistent event organizers I have ever dealt with—they've touched base weekly this month. The invitation (attached) that has gone out is vague about the Governor's attendance. Laura, once you send regrets, I will ask to review the press release, which can help clarify.

From: Kim Lax <kiml@womenspaceinc.org>
Date: Friday, August 31, 2018 at 9:45 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: RE: Womenspace Founders Award

Good morning

I wanted to send you the invitation that was sent out to our donors/community. We are also working on our press release and wanted to check with you if you might have an update.)I know it is 7 weeks which is slightly outside her target date).

If you have specific information you require in press releases, please let me know.

Best,

Kim

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Wednesday, August 29, 2018 9:02 AM
To: Kim Lax <kiml@womenspaceinc.org>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Re: Womenspace Founders Award

Not yet. Thanks, Kim.

From: Kim Lax <kiml@womenspaceinc.org>
Date: Wednesday, August 29, 2018 at 9:01 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: RE: Womenspace Founders Award

Good morning!

Hope you are well.

Just checking in to see if you have an update on Governor Brown's schedule for attending our Oct 19th event.

Also – I wanted to let you know that we had a disgruntled employee leave last week and she has indicated to another staff member she is going to reach out to Gov. Brown. I am not sure why or if this will happen but wanted to give you a heads up just in case.

Best,

Kim

From: Kim Lax

Sent: Wednesday, August 22, 2018 12:54 PM

To: 'KONDAYEN Kate * GOV' <Kate.KONDAYEN@oregon.gov>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Subject: RE: Womenspace Founders Award

Thanks Kate!

Best,

Kim

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Sent: Wednesday, August 22, 2018 10:02 AM

To: Kim Lax <kiml@womenspaceinc.org>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Subject: Re: Womenspace Founders Award

Hi Kim,

I've passed your request along to our scheduling team; if I hear anything, I will let you know.

Best,
Kate

From: Kim Lax <kiml@womenspaceinc.org>

Date: Tuesday, August 21, 2018 at 4:16 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Subject: RE: Womenspace Founders Award

Hi ladies –

I know we are 8 or so weeks out but wanted to check to see if you can provide an update if Gov. Brown's schedule will allow her to attend our Oct 19th event?

Best,

Kim

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Sent: Wednesday, August 08, 2018 7:09 PM

To: Kim Lax <kiml@womenspaceinc.org>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Subject: Re: Womenspace Founders Award

Thanks, Kim! Our scheduling team usually plans about six weeks out, so we'll know soon and share updates as soon as we have them. I passed along your note, and feel free to keep ping us.

From: Kim Lax <kiml@womenspaceinc.org>

Date: Tuesday, August 7, 2018 at 1:02 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Subject: FW: Womenspace Founders Award

Hi Ladies –

See below and attached –

We have changed our program to be heavy appetizers (not plated sit down dinner). 5:30p-7:30p as indicated before so we can certainly be flexible to allow for her schedule. Please let me know if you need anything else.

Best Regards,

Kim

Kim Lax

Development and Resource Director

womenspace

1577 Pearl Street | Eugene, OR 97401

541-485-8232

KimL@womenspaceinc.org

[Facebook](#) | [Twitter](#) | Womenspaceinc.org

From: Julie Weismann

Sent: Tuesday, August 07, 2018 12:49 PM

To: Kim Lax <kiml@womenspaceinc.org>

Subject: Womenspace Founders Award

Attached are two documents that hopefully will help the Governor and her team understand a little more about Womenspace and why we have selected her to receive our Founders' Award. The first is a "Herstory of Womenspace" (some of which is excerpted below) and the second is a rough first draft of our CEO, Julie Weismann's introduction for giving the award to Kate. Please feel free to provide additional information so that we can properly acknowledge her.

When Womenspace started in 1975, the founders established the emergency program with a crisis line and a confidential shelter. They recognized that the most pressing need was to give women and children immediate safety, resources, and information. Community-based services were eventually offered in the form of support groups, located in confidential settings around the county.

Not only was the shelter secret and run by women, it was also created entirely through the work of women through networking. Womenspace was organized through grassroots networking; volunteers did everything from filing legal documents, to painting the first shelter house. They developed a set of goals for education, public relations, dealing with law enforcement, advocacy for women to get psychological, medical, financial, and legal help.

Today, due to efforts of these fierce, determined and courageous feminists, they created the foundation for Womenspace and the Lane County community to come out of the shadows and provide full wrap around services they envisioned for victims and survivors of intimate partner violence.

Governor Brown exemplifies the legacy of our Founders in fighting against domestic violence and signing bills that protect women, children and intimate partners who live in fear and suffer from abuse.

We are very excited to be giving this award to Governor Brown.

Please let me know if she will be able to attend the October 19th annual benefit. This year's theme is "Be the Hero Our Community Needs!"

Be the Hero Our Community Needs



women**space**
safety, hope and healing for survivors of domestic violence

Wonder Weekend
October 19 & 21, 2018

Join Us and Be the Hero Our Community Needs

Friday, October 19, 2018 • 5:30-7:30 pm

Venue 252, 252 Lawrence Street, Eugene

Enjoy an evening of delicious gourmet appetizers and cocktails while mingling with friends and community partners.

Explore program stations, meet staff and discover the different ways your support makes a direct impact in our community. Each station will have an opportunity for you to donate to that particular program.



Join us as we acknowledge Governor Kate Brown with our 2018 Founders' Award. Governor Brown exemplifies the fierce, determined, and committed spirit of our Founders by providing protections of intimate partners and their children in our community.

Sponsored by



\$75 individual ticket or \$1000 for a VIP reserved table of ten

To register, return the enclosed card;
go to our website womenspaceinc.org;
email or call Kim at kiml@womenspaceinc.org or 541-485-8232

5K Wonder Run
Sunday, October 21
11:00 am
Alton Baker Park



From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [MOLLER Mary * GOV](#); [RICE-WHITLOW Kristina * GOV](#)
Cc: [FISHER Nikki * GOV](#)
Subject: Re: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation
Date: Friday, August 31, 2018 9:55:56 AM

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From: [KONDAYEN Kate * GOV](#)
To: [SINATRA CHRISTY](#)
Cc: [PAIR Chris * GOV](#); [KLEIN Rosa * GOV](#)
Subject: Re: FYI Temporary Lodging
Date: Friday, August 31, 2018 10:05:55 AM
Attachments: [Temp Lodging -- KPTV interview KK.docx](#)

Christy, I made some changes. Is this not a moment for Marilyn to tout her leadership on this issue?

Copying Rosa and Chris as an FYI.

From: Christy Sinatra <christy.sinatra@state.or.us>
Date: Friday, August 31, 2018 at 8:25 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@state.or.us>
Subject: FYI Temporary Lodging

Kate,
Attached is Christine's first pass at these. I haven't had a chance to revise yet. The questions are from the reporter. I'll be taking a swipe at them before we do prep with Marilyn this afternoon if you have feedback to share.
Thanks,
Christy

Temporary Lodging Key Points

KPTV Interview with Simon Gutierrez

—All children deserve a safe and loving home.

- Temporary lodging has always been the last resort for children needing a safe and appropriate placement. An end to this practice is in sight. ~~All children deserve a safe and loving home.~~
- Child welfare staff have been working with community partners and local resources to locate and use other options to keep kids safe other than temporary lodging.
- It takes a community. We need our neighbors, our partners, our community to help ensure every child has a safe and loving home. Here are some ways to help: Please check out: helpafosterchild.oregon.gov.

What factors exist currently that necessitate the continued use of hotels to house children in DHS/CPS custody?

Every child deserves to live in a safe and loving home. When this is not possible we need to find safe homes for children. Sometimes children need a higher level of care than is available. But when this happens our staff work with our local partners and existing foster parents immediately and tirelessly to find an appropriate placement.

Commented [MOU1]: This does not make sense—cancels each other out. Do you want to add something in the first line about staying with their families to clarify?

Do children ever stay the night in the offices or cubicles of case workers?

No. (Is this accurate?) Staff has been “all hands on deck” to prevent having children stay in ~~our offices overnight—as well as in any kind of~~ temporary lodging. I personally get called every time this last-resort option is proposed and I work on every single case to make sure it truly is used as a last resort.

What is DHS currently doing to eliminate the need to place children in temporary lodging?

We are working with our communities to identify and develop services that may help stabilize our children and families. We work with our foster parents to identify what support services are needed for children and young adults in their care. Most of all, we need to be proactive, creative, and thinking outside the box in terms of services and supports.

Some examples include:

- Statewide foster parent recruitment and retention plan in development
- Partnering with organizations like Embrace Oregon whose Every Child Show Up campaign focuses on recruiting foster parents and volunteers to support foster families
- Increasing capacity for therapeutic placements for children with complex needs through Foster Plus' campaign.

Strategies also include: identifying interventions and solutions to prevent temporary lodging; identifying flexible funding to keep kids in their home if possible; using data analytics to inform and revise strategies; activate and develop community capacity to assist in addressing solutions.

Has DHS hired someone to examine the “root causes of these temporary emergency placements.” Yes, that person has been hired.

Activities include:

- Stakeholder engagement meetings to identify themes and solutions to temporary lodging.
- Support Multnomah County stakeholder group to generate community solutions.
- Develop system education (ex. DD) materials to help Child Welfare staff have information available to better serve children and youth.
- Identify public/private partnership opportunities to develop and support solutions.
- Review other state's Settlement Agreement's to identify potential strategies for Oregon.
- Work with DHS to develop and monitor strategic plan to address temporary lodging.
- Work with DHS to review data and analyze to develop strategies and achieve goals.

Is the goal of reducing the number of children lodged in hotel rooms to 24 by 2020 attainable?

Absolutely. The Department of Human Services and our community partners are working every day to prevent the need for temporary placements and to place children in safe and loving homes. We have plan. ~~We are taking action~~ and are moving forward on it.

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To: [KONDAYEN Kate * GOV](#); [MOLLER Mary * GOV](#); [RICE-WHITLOW Kristina * GOV](#)
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Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Re: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation

From what I could tell, we have every time in the past, so there's precedent. But in my experience, when some organizations push out their own releases on individuals on the list, they have something they can use (or that I can point them back to when they ask me for a quote). In the past a few regional papers have used it in their coverage of local folks.

Happy to also delete.

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 31, 2018 at 9:39 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>, RICE-WHITLOW Kristina * GOV <Kristina.RICE-WHITLOW@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Re: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation

Do we even need a quote?

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 10:40 PM
To: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>, RICE-WHITLOW Kristina * GOV <Kristina.RICE-WHITLOW@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Cc: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: FW: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation

Hi all, we're pushing out the senate confirmations press release tomorrow. Kristina, if you'll just send me the file, I can upload into our drive and put in the link. I also need exact date during leg days that confirmation happens.

Chris, this quote is pretty weak sauce, I welcome heavy edits.

From: Governor Kate Brown Press Office
<governors.press=das.state.or.us@mail117.us4.mcsv.net> on behalf of Governor Kate Brown Press Office <governors.press@das.state.or.us>
Reply-To: "us2-001ed7abb8-e073e9665f@inbound.mailchimp.com" <us2-001ed7abb8-e073e9665f@inbound.mailchimp.com>
Date: Thursday, August 30, 2018 at 10:38 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: [Test] NEWS RELEASE: Governor Brown Submits Appointments for Senate Confirmation

Governor Kate Brown announced her state board and commission appointments for consideration by the Oregon Senate in September

Is this email not displaying correctly?
[View it in your browser.](#)



NEWS RELEASE

August 31, 2018

Media Contact:

[Kate Kondaven](#), 503-689-0248

Governor Brown Submits Appointments for Senate Confirmation

(Salem, OR) — Governor Kate Brown today submitted a list of state board and commission appointments to the Oregon Senate for confirmation. The Senate Rules Committee is scheduled to consider the nominations on September XX.

"Coming together ~~collaboratively~~ to work to improve the lives of all who live in our state is the Oregon Way," said Governor Brown. "I am grateful to all these Oregonians who have stepped up to serve our state across a variety of fields."

The full list of nominees is available online here.

###

www.governor.oregon.gov

[Previous Press Releases](#)

[Chris Pair](#) • Communications Director, Office of Governor Kate Brown • (503) 378-5965

This email was sent to Kate.kondaven@oregon.gov

[why did I get this?](#) [unsubscribe from this list](#) [update subscription preferences](#)

Oregon Office of the Governor • 254 State Capitol • 900 Court Street NE • Salem, Oregon 97301 • USA

From: [MORAWSKI Lisa - CEDO](#)
To: [HARTIGAN Endi](#); [KONDAYEN Kate * GOV](#)
Subject: RE: NPR request
Date: Friday, August 31, 2018 10:13:30 AM

This sounds great, Endi!

From: HARTIGAN Endi <Endi.Hartigan@state.or.us>
Sent: Friday, August 31, 2018 10:11 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: FW: NPR request

FYI- Ben will be doing this interview on Tuesday. I'll be pulling together info so he has it all in one place, but this sounds like a pretty general overview and nice coverage for Oregon.
Best, Endi

From: Cory (David) Turner <DCTurner@npr.org>
Sent: Friday, August 31, 2018 9:29 AM
To: HARTIGAN Endi <endi.hartigan@HECC.OREGON.GOV>
Subject: RE: NPR request

Great. I'd love to record on Tuesday afternoon.

My questions will be around the parameters of the program – who qualifies, strings attached, etc. I'm doing an overview of free college programs and trying to unpack how programs differ from state to state and what those differences mean for students.

One request... I'd like to do the interview using two phones... one for the chat (any phone will do) and the other a smartphone, to record the guest's voice. Take a quick look at the attachment. It's pretty straightforward.

c

NPR | Cory Turner | Correspondent/Senior Editor, Education | dcturner@npr.org | @NPRCoryTurner | 202-513-2103 |

<http://www.npr.org/people/349625027/cory-turner>

From: HARTIGAN Endi <endi.hartigan@HECC.OREGON.GOV>
Sent: Friday, August 31, 2018 12:25 PM
To: Cory (David) Turner <DCTurner@npr.org>
Subject: RE: NPR request

Hi Cory, I would be glad to help set this up. What is your time frame for this story? Also, can you give me an idea of the questions you have so that I can arrange the right person to speak with you?
Thanks much.

Best,
Endi



Endi Hartigan
Communications Director
Office of Executive Director, Policy, and Communications
HIGHER EDUCATION COORDINATING COMMISSION
www.oregon.gov/highered
Office 503-378-6769 | Cell 971-701-4032

[Join our mailing list for updates](#)

From: Cory (David) Turner <DCTurner@npr.org>
Sent: Friday, August 31, 2018 9:18 AM
To: endi.hartigan@state.or.us
Subject: NPR request

Hi Endi...

I'm Cory Turner, a national education correspondent with NPR. I'm working on an overview story about states' free college programs and am hoping to talk on the record with someone about Oregon Promise. Can you help me set that up?

Thanks much,

c

NPR | Cory Turner | Correspondent/Senior Editor, Education | dcturner@npr.org | @NPRCoryTurner | 202-513-2103 |

<http://www.npr.org/people/349625027/cory-turner>

From: [KONDAYEN Kate * GOV](#)
To: [KING Natalie * GOV](#)
Cc: [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#)
Subject: Health care social media next week?
Date: Friday, August 31, 2018 10:15:59 AM

Natalie,

We'll talk more on Tuesday but want to do a push on healthcare on social on Wednesday, Thursday, and Friday next week leading up to the OHSU ribbon cutting and health care agenda release on Friday AM. There will also be national health care conversation around Kavanagh (our statement upon his announcement [here](#)):

Ideas:

- Pre ex post – should be at least one more approved in the drive (Kristi?). Please check the notes to make sure Amarit has her sign off.
- Recovery month post amplification through the lens of increased access to health care
- Joining national conversation on Kavanagh (#whatsatstake) with reproductive health access lens
- OHSU cancer center ribbon cutting (Jack and I will get photos on the tour)

Nikki, Chris, other suggestions?

Kate

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#)
Subject: FW: NPR request
Date: Friday, August 31, 2018 10:16:44 AM

FYI—HECC on NPR next week

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Friday, August 31, 2018 at 10:13 AM
To: HARTIGAN Endi <Endi.Hartigan@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: RE: NPR request

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From: HARTIGAN Endi <Endi.Hartigan@state.or.us>
Sent: Friday, August 31, 2018 10:11 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: FW: NPR request

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Endi



Endi Hartigan
Communications Director
Office of Executive Director, Policy, and Communications
HIGHER EDUCATION COORDINATING COMMISSION
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[Join our mailing list for updates](#)

From: Cory (David) Turner <DCTurner@npr.org>

Sent: Friday, August 31, 2018 9:18 AM

To: endi.hartigan@state.or.us

Subject: NPR request

Hi Endi...

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Thanks much,

c

NPR | Cory Turner | Correspondent/Senior Editor, Education | dcturner@npr.org | @NPRCoryTurner | 202-513-2103 |

<http://www.npr.org/people/349625027/cory-turner>

From: [PAIR Chris * GOV](#)
To: [FISHER Nikki * GOV](#)
Cc: [KONDAYEN Kate * GOV](#)
Subject: FW: comment on biz Oregon investigation report?
Date: Friday, August 31, 2018 10:18:47 AM

Nikki,

Can you send him the comment we drafted yesterday?

On 8/31/18, 10:15 AM, "Nigel Jaquiss" <njaquiss@wweek.com> wrote:

Preparing a post now and would welcome any comment ASAP.

Thanks.

Nigel Jaquiss
Reporter
Willamette Week
2220 NW Quimby
Portland, OR 97210
503-445-1539 (direct line)
503-957-8612 (cell)
(503) 296-2874 (fax)
wweek.com

From: [BROWN Katherine * GOV](#)
To: [COBA Katy * DAS](#)
Cc: [ISAAK Misha * GOV](#); [BLOSSER Nik * GOV](#); [PAIR Chris * GOV](#); [ZEJDLIK Gina * GOV](#); [LESLIE Berri * GOV](#); [KORESKI Debbie * GOV](#); [MOLLER Mary * GOV](#); [CHEANG Sophorn * GOV](#); [MATASAR Emily * GOV](#); [BUEHLER Dustin E * GOV](#); [GUTRIDGE Shevaun * GOV](#); [ARROYO Sheril * GOV](#)
Subject: Re: Public Records Achievement
Date: Friday, August 31, 2018 10:37:18 AM

Hurrah! Emily!
Keep up the fabulous job you are doing !!

Sent from my iPhone

On Aug 31, 2018, at 10:02 AM, COBA Katy * DAS <Katy.COBA@oregon.gov> wrote:

Congratulations all and great work Emily!

On Aug 31, 2018, at 9:30 AM, ISAAK Misha * GOV
<Misha.ISAAK@oregon.gov> wrote:

Governor, Nik, and Exec team:

When Governor Brown took office in February 2015, there was a significant backlog of public records requests. As I recall, in the month of February 2015 alone, the Office received about 30 requests for huge numbers of emails and other documents relating to the events leading to Governor Kitzhaber's resignation, on top of nearly a year of requests that had not been responded to.

We hired a public records attorney and then made that position a full-time, permanent part of our staff. Eliminating the backlog took an extraordinary effort, since the General Counsel office set a goal of responding to incoming requests promptly while also processing old requests. While the backlog created by Governor Kitzhaber's administration was eliminated a long time ago, we have worked hard to keep it that way, responding to public records requests promptly no matter how complex or significant the request is.

This morning, for the first time since Governor Brown took office, we have *no pending public records requests*. None.

This achievement is attributable to the extraordinary work of Emily Matasar, our Government Accountability Attorney, with the able assistance of Shevaun Gutridge and Sheril Arroyo. Emily does excellent work, with minimal oversight from Chris and me, processing and promptly responding to every request that comes in the door. She also works with agencies throughout state government to assist them in addressing challenging public records issues and she has had a role in standing up the Office of the Public Records Advocate, the Public Records Advisory Council, and the Sunshine Committee (which she vice-chairs).

I didn't want this milestone to pass without recognition. Way to go Emily!

Misha

Misha Isaak

General Counsel

Office of Governor Kate Brown

Legal Assistant: Shevaun Gutridge

(503) 378-6246 (w)

(503) 378-6827 (f)

From: [MORAWSKI Lisa - CEDO](#)
To: [KONDAYEN Kate * GOV](#)
Subject: ELD
Date: Friday, August 31, 2018 10:45:26 AM

Hey Kate,
Happy Friday! FYI I have a call Tuesday with the person Pooja talked to about potentially helping with ELD. Here is her website: <https://www.aimeecraig.com/>
I'll fill you in afterwards!
Lisa

Lisa Morawski
Public Affairs Director
Chief Education Office
503-510-5576
Education.oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#)
Subject: Re: ELD
Date: Friday, August 31, 2018 10:48:47 AM

Great, thanks!

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Friday, August 31, 2018 at 10:45 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: ELD

Hey Kate,
Happy Friday! FYI I have a call Tuesday with the person Pooja talked to about potentially helping with ELD. Here is her website: <https://www.aimeecraig.com/>
I'll fill you in afterwards!
Lisa

Lisa Morawski
Public Affairs Director
Chief Education Office
503-510-5576
Education.oregon.gov

From: [PAIR Chris * GOV](#)
To: [ISAAK Misha * GOV](#); [LESLIE Berri * GOV](#); [LEWIS-BERRY Jason * GOV](#)
Cc: [BUEHLER Dustin E * GOV](#); [MATASAR Emily * GOV](#)
Subject: Re: Business Oregon Investigation Report - CONFIDENTIAL AND ATTORNEY-CLIENT PRIVILEGED
Date: Friday, August 31, 2018 10:52:44 AM

Nigel is first to post today. Expecting something from Ted Sickinger soon:

<https://www.wweek.com/news/2018/08/31/investigation-clears-states-economic-development-agency-of-allegations-of-discrimination-missspending/>

From: ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>
Date: Friday, August 31, 2018 at 8:31 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, LESLIE Berri * GOV <Berri.Leslie@oregon.gov>, LEWIS-BERRY Jason * GOV <Jason.LEWIS-BERRY@oregon.gov>
Cc: BUEHLER Dustin E * GOV <Dustin.E.BUEHLER@oregon.gov>, MATASAR Emily * GOV <Emily.MATASAR@oregon.gov>
Subject: RE: Business Oregon Investigation Report - CONFIDENTIAL AND ATTORNEY-CLIENT PRIVILEGED

[REDACTED]

[REDACTED]

Misha Isaak
General Counsel
Office of Governor Kate Brown
Legal Assistant: Shevaun Gutridge
(503) 378-6246 (w)
(503) 378-6827 (f)

From: ISAAK Misha * GOV
Sent: Friday, August 31, 2018 6:30 AM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; LESLIE Berri * GOV <Berri.Leslie@oregon.gov>; LEWIS-BERRY Jason * GOV <Jason.LEWIS-BERRY@oregon.gov>
Cc: BUEHLER Dustin E * GOV <Dustin.E.BUEHLER@oregon.gov>; MATASAR Emily * GOV <Emily.MATASAR@oregon.gov>
Subject: Fwd: Business Oregon Investigation Report - CONFIDENTIAL AND ATTORNEY-CLIENT PRIVILEGED

Sent from my iPhone

Begin forwarded message:

From: "Choi, Edward (Perkins Coie)" <EChoi@perkinscoie.com>
Date: August 31, 2018 at 12:04:19 AM PDT
To: HARDER Chris * BIZ <Chris.Harder@oregon.gov>, ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>, SUGAHARA Tessa <Tessa.SUGAHARA@state.or.us>, CAMPBELL Bryant * BIZ <Bryant.Campbell@oregon.gov>
Cc: "Johnson, Thomas R., Jr. (Perkins Coie)" <TRJohnson@perkinscoie.com>
Subject: RE: Business Oregon Investigation Report - CONFIDENTIAL AND ATTORNEY-CLIENT PRIVILEGED

All,

Attached is a corrected version of the investigation report. Please use this final version.

Ed

Edward Choi | Perkins Coie LLP

1120 N.W. Couch Street Tenth Floor
Portland, OR 97209-4128
D. +1.503.727.2053
F. +1.503.346.2053
E. EChoi@perkinscoie.com

From: Choi, Edward (POR)
Sent: Thursday, August 30, 2018 4:49 PM
To: 'HARDER Chris * BIZ' <Chris.Harder@oregon.gov>; ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>; SUGAHARA Tessa <Tessa.SUGAHARA@state.or.us>
Cc: Johnson, Thomas R., Jr. (POR) <TRJohnson@perkinscoie.com>
Subject: Business Oregon Investigation Report - CONFIDENTIAL AND ATTORNEY-CLIENT PRIVILEGED

Chris, Misha and Tessa:

Please see the attached investigation report. Let me know if you have any questions.

Regards,
Ed

Edward Choi | Perkins Coie LLP

1120 N.W. Couch Street Tenth Floor
Portland, OR 97209-4128
D. +1.503.727.2053
F. +1.503.346.2053
E. EChoi@perkinscoie.com

NOTICE: This communication may contain privileged or other confidential information. If you have received it in error, please advise the sender by reply email and immediately delete the message and any attachments without copying or disclosing the contents. Thank you.

From: [KONDAYEN Kate * GOV](#)
To: [LABAR James * GOV](#)
Cc: [PAIR Chris * GOV](#); [NELSON Ariel * HCS](#)
Subject: FW: Governor Brown on housing
Date: Friday, August 31, 2018 10:59:19 AM
Attachments: [image001.png](#)
[image002.png](#)

James,

Our first set of (detailed!) questions from OPB. What can we get back to him?

Chris, heads up on timing at the end of the mail—he is not promising today.

Best,
Kate

From: Dirk VanderHart <dvanderhart@opb.org>
Date: Friday, August 31, 2018 at 10:56 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Governor Brown on housing

Hi Kate:

I've just been able to read through this proposal. My specific interest is next steps the governor will propose in next year's budget. Here's what I came away with in terms of spending proposal. Let me know if I'm wrong.

- \$160 million in bonds for 2,200-2,600 units of affordable housing. (A doubling of current \$80 million bond amount?).

Q: Would the number of targeted units change if Measure 102 passes?

- \$50 million for EHA and SHAP (from existing revenues?)

- \$20 million investment to achieve "clear and measurable goals" for housing kids.

Q: What are these goals? What's the \$20m going to?

- \$25 million in bonds to preserve 400 units of affordable housing.

- \$25 million to acquire 800 units of below market housing.

Q: Would the state own and operate these units?

- Up to \$20 million to help low income renters access and state in rental housing. (Not clear on what that money does. Legal services?)

- Not clear on any new spending proposed re: veterans' homelessness.

- \$20 million in bonds to construct 200 units of PSH.

Q: how much money is the governor proposing for services? It's unclear.

- \$15 million toward Housing Accelerator (is that money already in the system or would it be new allocation?)

- \$20 million to mitigate risk to housing lenders.

That amounts to \$355 million, but I'm not clear if all of that are new funding allocations or whether some of it is already available.

BTW: I really want to make sure I understand this plan. But I'm ultimately not sure whether we'll rush a story out on it or include it in a planned run down of where Gov. Brown stands on key issues compared to her opponent.

Thanks for your help!

dirk

Dirk VanderHart
Reporter/Producer
Oregon Public Broadcasting
Desk: 503.293.1926
Cell: 616.773.8677



From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Thursday, August 30, 2018 at 6:35 PM

To: Dirk VanderHart <dvanderhart@opb.org>

Subject: Re: Governor Brown on housing

If you write for tomorrow, we can hold until you post.

I'm in Portland most Wednesdays and Fridays, on the east side. When/where would be good for you? After deadline drinks one day?

Kate

From: Dirk VanderHart <dvanderhart@opb.org>

Date: Thursday, August 30, 2018 at 4:30 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Governor Brown on housing

Hi Kate:

I've been swamped with other stuff this afternoon, so haven't had a chance to even give it a read. Thanks for sending! Know when you might post it tomorrow? I need to get a look at it to figure out what to do with it.

And yes, let's definitely grab a hot/cold beverage. Are you in Portland a lot?

Dirk VanderHart
Reporter/Producer
Oregon Public Broadcasting
Desk: 503.293.1926
Cell: 616.773.8677



From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Thursday, August 30, 2018 at 2:52 PM

To: Dirk VanderHart <dvanderhart@opb.org>

Subject: Re: Governor Brown on housing

nge. We're not posting to our website until tomorrow—let me know if you need more time?





From: [KONDAYEN Kate * GOV](#)
To: [MAUSETH Terra * GOV](#); [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#)
Subject: Re: Comms Weekly Call- Host
Date: Friday, August 31, 2018 11:02:57 AM

Hi Terra,

I'll be on the road to Eugene, so Nikki is the next in line

Kate

From: MAUSETH Terra * GOV <Terra.MAUSETH@oregon.gov>
Date: Friday, August 31, 2018 at 11:01 AM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Comms Weekly Call- Host

Hi,

Chris has a Whitepaper call the same time as the Weekly Call next Tuesday, would someone else like to host?

Terra Mauseth
Receptionist
Executive Assistant to Chris Pair, Communications Director
Office of Governor Kate Brown
900 Court Street NE, Suite 254
Salem, OR 97301-4046
503-385-6881

From: [PAIR Chris * GOV](#)
To: [MAUSETH Terra * GOV](#); [FISHER Nikki * GOV](#); [KONDAYEN Kate * GOV](#)
Subject: Re: Comms Weekly Call- Host
Date: Friday, August 31, 2018 11:03:33 AM

I actually very rarely host that call. Kate, are you already planning to lead?

From: MAUSETH Terra * GOV <Terra.MAUSETH@oregon.gov>
Date: Friday, August 31, 2018 at 11:01 AM
To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
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503-385-6881

From: [PAIR Chris * GOV](#)
To: [FISHER Nikki * GOV](#); [KONDAYEN Kate * GOV](#); [MAUSETH Terra * GOV](#)
Subject: Re: Comms Weekly Call- Host
Date: Friday, August 31, 2018 11:03:50 AM

Nikki it is!

From: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Date: Friday, August 31, 2018 at 11:03 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MAUSETH Terra * GOV <Terra.MAUSETH@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Comms Weekly Call- Host

I'm planning on it ☺

--

Nikki Fisher
Press Secretary
Office of Governor Kate Brown
503.689.2509

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Friday, August 31, 2018 at 11:02 AM
To: MAUSETH Terra * GOV <Terra.MAUSETH@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
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To: FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
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Terra Mauseth

Receptionist

Executive Assistant to Chris Pair, Communications Director

Office of Governor Kate Brown

900 Court Street NE, Suite 254

Salem, OR 97301-4046

503-385-6881

From: [LESLIE Berri * GOV](#)
To: [Sue Miller](#)
Cc: [MICKELSON Sara - ELD](#)
Subject: Preschool WG Recommendations for Tuesday
Date: Friday, August 31, 2018 11:03:55 AM
Attachments: [Preschool WG Recommendations.docx](#)

Good morning Sue,

Your work group is the first to the finish line to prepare for Tuesday's materials. I wanted to show you this draft recommendation from your work group and make sure that:

- 1) You don't have any further changes you would like to see before this is emailed out Monday morning.
- 2) That you do plan to present this during your portion of the agenda
- 3) Is there anything else you need from me before Tuesday

I can't believe how much we all did this summer – I know I keep repeating myself but working with you and Sara is such a pleasure!

Berri

Preschool and Early Learning Work Force Recommendations

Recommendation #1 – Expanding Access to Preschool

Problem Statement: Children in low-income families and children of color are less likely to have access to preschool; socioeconomic status and race/ethnicity is still a predictor of kindergarten readiness.

Solution: Expand Preschool Promise and ensure Oregon Pre-Kindergarten is funded to meet high-quality standards and align with Preschool Promise (e.g., compensation for teachers, school-day program, and transportation)

Metrics: Short-term: increased kindergarten readiness as measured by the Oregon Kindergarten Assessment and increased proficiency in third grade as measured by Smarter Balanced
Long-term: cost savings in special education, lower grade retention, higher graduation rates, lower health care costs.

Ability to measure effectiveness: Strong

2019-21 Costs: \$237 Million general fund

2019-21 impact on families: 29,000 children

Amount of dollars leveraged: \$2 million +

Ability to build stakeholder support for recommendation: Strong

Recommendation #2 – Reaching Adequate Service Levels for Early Child Special Education

Problem Statement: Children in early child special education (ECSE) do not receive the adequate service levels needed to address developmental delays and disabilities, including being supported to develop and learn in an inclusive classroom.

Solution: Fund Early Intervention/ECSE to meet adequate service levels, better utilize ECSE in concert with other preschool dollars (e.g., Preschool Promise and OPK)

Metrics: Increase in number of children served in inclusive preschool and settings; decrease in kindergarten readiness measures.

Ability to measure effectiveness: Strong

2019-21 Costs: \$75.8 million general fund

2019-21 impact on families: 26,000 children

Amount of dollars leveraged: \$33.5 million federal dollars

Rating of ability to build support for recommendation: Strong

Recommendation #3 – Improving Preschool Quality

Problem Statement: Many early childhood programs across all delivery models (i.e., child care centers, homes, and school-based) need assistance before they are able to meet high-quality preschool standards. The progression of quality standards from licensing to meeting Oregon Pre-Kindergarten or Preschool Promise standards is a process that takes time and resources.

Solution: Revise and fund the Spark Quality Recognition and Improvement System system to work to move program quality and improve community readiness to expand preschool.

Metrics: Increased number of programs progressing toward high-quality standards (i.e., the top levels of Spark); increased number of low-income children in high-quality programs; decreased number of programs receiving waivers for preschool program requirements

Rating of ability to measure effectiveness: Strong

2019-21 Costs: \$20 million

2019-21 impact on families: 25,000 children

Amount of dollars leveraged: \$4 million Federal Funds
Ability to build support for recommendation: Moderate

Recommendation #4 – Developing the Early Learning Workforce

Problem Statement: The current early care and education workforce does not have the supports needed to increase their education in early care and education – and many educators make poverty wages and rely on public assistance.

Solution: Establish a scholarship program at HECC to support attainment of degrees in early childhood, build capacity of higher education to serve non-traditional students with both different curriculum and wrap-around supports.

Metrics: Increased number of early childhood educators with a degree; decrease in waivers for higher education requirements for pre-k educators; Increase in program quality and children's readiness for Kindergarten.

Ability to measure effectiveness: Strong

2019-21 Costs: \$7 million

2019-21 impact on families: 18,000

Amount of dollars leveraged: Pell and other federal aid programs

Rating of ability to build support for recommendation: Strong

Recommendation #5 – Early Learning Networks

Problem Statement: Ongoing training for the early care and education workforce is sparse, with many trainings focused on basic skills. Without ongoing support to improve their practice, teachers will likely not have the knowledge and skills to implement best practice.

Solution: Establish stronger professional learning networks through regional Child Care Resource and Referral System.

Evaluation of effectiveness: Increased competency among educators; Increase in program quality and children's readiness for Kindergarten.

Rating of ability to measure effectiveness: Strong

2019-21 Costs: \$5 million (general fund)

2019-21 impact on families: 30,000

Amount of dollars leveraged: \$5 million Federal Funds

Rating of ability to build support for recommendation: Moderate

Recommendation #6 – Early Learning Centers of Excellence

Problem Statement: Administrators from K-12 and early childhood education programs are unlikely to engage in shared professional learning, primarily because there is a dearth of opportunities, creating abrupt transitions for young children and uneven leadership for early childhood programs. In addition, communities have begun to rally around Preschool and kindergarten transition, but there is not robust enough supports to ensure this transition is seamless for families.

Solution: Establish Pre-school and kindergarten Centers of Excellence in communities through the Educator Advancement Council. Centers will provide ongoing professional development to administrators and recognize best practice in transitions.

Metrics: Increased kindergarten readiness; increased quality in pre-k and kindergarten classrooms; decreased number of incidences of behavior-related interventions in Kindergarten.

Rating of ability to measure effectiveness: Strong

2019-21 Costs: \$7 million general fund

2019-21 impact on families: 30,000

Amount of dollars leveraged: ESEA Title II dollars

Rating of ability to build support for recommendation: Moderate

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Subject: FW: From: +19712195424 - Voice mail: 25 sec. +19712195424
Date: Friday, August 31, 2018 11:14:41 AM
Attachments: [7492b9646c4.0774_3.wav](#)

More fishing.

On 8/31/18, 11:13 AM, ""VOICE/+19712195424"@vmail1.uc.oregon.gov"
<"VOICE/+19712195424"@vmail1.uc.oregon.gov"> wrote:

Attachment 7492b9646c4.0774_3_2.wav (409004 Bytes) cannot be converted to PDF format.

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [EDLUND Tina * GOV](#)
Subject: KATU OHSU inquiry
Date: Friday, August 31, 2018 11:14:52 AM
Attachments: [voicemail-152.m4a](#)
[ATT00001.txt](#)

Hi Chris and Tina,

I got another reporter inquiry about OHSU (voicemail attached). Chris, situation has evolved—they are suspending indefinitely. I think we should put statement out upon request.

Thoughts?
Kate

Attachment voicemail-152_2.m4a (89024 Bytes) cannot be converted to PDF format.

Sent from my iPhone

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Subject: Re: From: +19712195424 - Voice mail: 25 sec. +19712195424
Date: Friday, August 31, 2018 11:16:16 AM

Just sent you another one. Tina talked to Abby this AM. OHSU is suspending indefinitely.

On 8/31/18, 11:14 AM, "PAIR Chris * GOV" <Chris.PAIR@oregon.gov> wrote:

More fishing.

On 8/31/18, 11:13 AM, ""VOICE/+19712195424"@vmail1.uc.oregon.gov" <"VOICE/+19712195424"@vmail1.uc.oregon.gov> wrote:

From: [PAIR Chris * GOV](#)
To: [LABAR James * GOV](#); [KONDAYEN Kate * GOV](#); [NELSON Ariel * HCS](#)
Subject: Re: Governor Brown on housing
Date: Friday, August 31, 2018 11:18:00 AM
Attachments: [image001.png](#)
[image002.png](#)

Can we provide a brief explanation of why no new spending is necessary to reach the veterans goal?

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Friday, August 31, 2018 at 11:16 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, NELSON Ariel * HCS <Ariel.Nelson@oregon.gov>
Subject: RE: Governor Brown on housing

Answers below. Please advise

From: KONDAYEN Kate * GOV
Sent: Friday, August 31, 2018 10:59 AM
To: LABAR James * GOV <James.Labar@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; NELSON Ariel * HCS <Ariel.Nelson@oregon.gov>
Subject: FW: Governor Brown on housing

James,

Our first set of (detailed!) questions from OPB. What can we get back to him?

Chris, heads up on timing at the end of the mail—he is not promising today.

Best,
Kate

From: Dirk VanderHart <dvanderhart@opb.org>
Date: Friday, August 31, 2018 at 10:56 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Governor Brown on housing

Hi Kate:

I've just been able to read through this proposal. My specific interest is next steps the governor will propose in next year's budget. Here's what I came away with in terms of spending proposal. Let me know if I'm wrong.

- \$160 million in bonds for 2,200-2,600 units of affordable housing. (A doubling of current \$80 million bond amount?).

Q: Would the number of targeted units change if Measure 102 passes? **No, Measure 102 only increases flexibility for muni bonds, not the LIFT bonds.**

- \$50 million for EHA and SHAP (from existing revenues?) **These are General Funds.**

- \$20 million investment to achieve “clear and measurable goals” for housing kids.

Q: What are these goals? What’s the \$20m going to? **The clear and measureable goals for the \$20 million are to rapidly rehouse unsheltered families and connect them with services to retain housing. DHS and OHCS are working out the details to best serve the unsheltered families as well as the rest of the work with the Governor’s Children’s Cabinet.**

- \$25 million in bonds to preserve 400 units of affordable housing. **Correct.**

- \$25 million to acquire 800 units of below market housing.

Q: Would the state own and operate these units? **No.**

- Up to \$20 million to help low income renters access and state in rental housing. (Not clear on what that money does. Legal services?) **The \$20 million will go to a variety of efforts, including legal services, tenant education classes, and landlord education on fair housing training.**

- Not clear on any new spending proposed re: veterans’ homelessness. **No new allocation.**

- \$20 million in bonds to construct 200 units of PSH.

Q: how much money is the governor proposing for services? It’s unclear. **OHA is providing the vouchers, and the spending amounts are being worked out. Kate, do we need to get them? James**

- \$15 million toward Housing Accelerator (is that money already in the system or would it be new allocation?) **New allocation.**

- \$20 million to mitigate risk to housing lenders. **Correct.**

That amounts to \$355 million, but I’m not clear if all of that are new funding allocations or whether some of it is already available.

BTW: I really want to make sure I understand this plan. But I’m ultimately not sure whether we’ll rush a story out on it or include it in a planned run down of where Gov. Brown stands on key issues compared to her opponent.

Thanks for your help!

dirk

Dirk VanderHart
Reporter/Producer

Oregon Public Broadcasting

Desk: 503.293.1926

Cell: 616.773.8677



From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Thursday, August 30, 2018 at 6:35 PM

To: Dirk VanderHart <dvanderhart@opb.org>

Subject: Re: Governor Brown on housing

If you write for tomorrow, we can hold until you post.

I'm in Portland most Wednesdays and Fridays, on the east side. When/where would be good for you? After deadline drinks one day?

Kate

From: Dirk VanderHart <dvanderhart@opb.org>

Date: Thursday, August 30, 2018 at 4:30 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Re: Governor Brown on housing

Hi Kate:

I've been swamped with other stuff this afternoon, so haven't had a chance to even give it a read. Thanks for sending! Know when you might post it tomorrow? I need to get a look at it to figure out what to do with it.

And yes, let's definitely grab a hot/cold beverage. Are you in Portland a lot?

Dirk VanderHart

Reporter/Producer

Oregon Public Broadcasting

Desk: 503.293.1926

Cell: 616.773.8677



From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Thursday, August 30, 2018 at 2:52 PM

To: Dirk VanderHart <dvanderhart@opb.org>

Subject: Re: Governor Brown on housing

nge. We're not posting to our website until tomorrow—let me know if you need more time?





From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#); [EDLUND Tina * GOV](#)
Subject: Re: KATU OHSU inquiry
Date: Friday, August 31, 2018 11:18:36 AM

I agree. But, there needs to be some kind of action, on OHSU's part, that we can support.

On 8/31/18, 11:14 AM, "KONDAYEN Kate * GOV" <Kate.KONDAYEN@oregon.gov> wrote:

Hi Chris and Tina,

I got another reporter inquiry about OHSU (voicemail attached). Chris, situation has evolved—they are suspending indefinitely. I think we should put statement out upon request.

Thoughts?

Kate

From: [KONDAYEN Kate * GOV](#)
To: [EDLUND Tina * GOV](#)
Cc: [PAIR Chris * GOV](#)
Subject: Re: KATU OHSU inquiry
Date: Friday, August 31, 2018 11:19:48 AM

Okay, sorry, not tracking that timing well, clearly. Will continue to hold.

On 8/31/18, 11:19 AM, "EDLUND Tina * GOV" <Tina.EDLUND@oregon.gov> wrote:

And we can't release that they are suspending indefinitely until the 100 patients who are within 2 years of surgery or have long-term pumps have all been notified under federal rule. Have to take OHSU's lead on that.

Sent from my iPhone

> On Aug 31, 2018, at 11:14 AM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:
>
> Hi Chris and Tina,
>
> I got another reporter inquiry about OHSU (voicemail attached). Chris, situation has evolved—they are suspending indefinitely. I think we should put statement out upon request.
>
> Thoughts?
> Kate
>
> <voicemail-152 m4a>
>
>
> Sent from my iPhone

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [BHATT Pooja * GOV](#); [POLALES Jack * GOV](#)
Subject: FW: Help with education stats?
Date: Friday, August 31, 2018 11:22:10 AM

Kate,

Here is what we know. Please let me know if you need anything else.

When answering the comparison question he references Brian Reeder as a resource to better explain if we can make that comparison. Brian and his team are out today so I don't think we can provide more analysis today than what Josh has provided.



From: REW Josh - ODE
Sent: Friday, August 31, 2018 11:12 AM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Subject: RE: Help with education stats?

Hi Marc! Below are my responses.

#1. The claim is partly true. The difference between the classes of 2017 and 2016 is 1.9 percentage points. This does represent the largest increase over the last nine years if you ignore the gains between the classes of 2014 and 2013 (which was 3.3 percentage points and largely driven by the inclusion of modified diplomas and diplomas earned but not yet awarded [i.e., students returning for a 5th year of high school to earn college credit]). The inclusion of modified diplomas and diplomas earned but not received was a major calculation change we implemented for the class of 2014 and future classes.

#2a. The difference between the classes of 2014 and 2011 is 4.3 points; however, as mentioned in #1, the increase between the classes of 2014 and 2013 was heavily influenced by the inclusion of modified diplomas and diplomas earned but not received. If I remove the modified diplomas and the diplomas earned but not received from the calculation, the rate for the class of 2014 is 68.0 percent. This would suggest that the graduation rates between that classes of 2014 and 2013 declined by 0.7 percentage points (I would say the decline was negligible). Moreover, the 'new' difference between the classes of 2014 and 2011 is now 0.3 percentage points (I would say the difference was negligible as well).

#2b. I can't answer whether we can make 'legacy' graduation rates (i.e., classes 2003 to 2008) comparable to the current methodology (I'm not optimistic); however, I think this would be a good project for Brian Reeder and his research team.

The following table contains the graduation data over the last nine years. It's also accessible [here](#) in

more detail.

Graduating Class	4-Year Cohort Graduation Rate
2017	76.7
2016	74.8
2015	73.8
2014	72.0
2013	68.7
2012	68.4
2011	67.7
2010	66.4
2009	66.2

Please let me know if you need anything else.

Best wishes,

W. Joshua Rew, Ph.D.

Psychometrician, Measurement/Psychometric Team Lead

[Accountability, Research, and Information Services](#) | [Oregon Department of Education](#)

255 Capitol Street NE · Salem, OR · 97310-0203

(503) 947-5845 | josh.rew@state.or.us | www.oregon.gov/ode

 Please consider the environment before printing this e-mail.

From: SIEGEL Marc - ODE

Sent: Friday, August 31, 2018 8:17 AM

To: REW Josh - ODE <Josh.Rew@ode.state.or.us>

Subject: FW: Help with education stats?

Josh,

Are you able help the Governor's office this morning with these two requests? I'm not sure of their deadline, but usually they have tight turnarounds.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Sent: Thursday, August 30, 2018 10:07 PM

To: SIEGEL Marc - ODE <marc.siegel@state.or.us>

Cc: POLALES Jack * GOV <Jack.POLALES@oregon.gov>; BHATT Pooja * GOV
<Pooja.BHATT@oregon.gov>

Subject: Help with education stats?

Hi Marc,

I want to get some stats around education. First, just a fact check: "With the class of 2017, Oregon schools notched their biggest one-year improvement in the statewide graduation rate since the current measurement system began eight years ago."

Source:

https://www.oregonlive.com/education/index.ssf/2018/01/oregons_graduation_rate_improv.html

The second requires some calculation. We know that the statewide average four-year graduation rate has increased 4.7 points over the last three years. What would be the comparable rate between 2011-2014? And is there a way to make an accurate comparison of what happened between 2003-2010, despite a change in measurement systems since then?

My colleague Jack Polales (copied) is happy to work with you or any ODE contacts you want to push him over to for this info.

Thanks!

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [KONDAYEN Kate * GOV](#)
To: [KNAUS Jenni - ODE](#)
Cc: [SIEGEL Marc - ODE](#); [LINEBAUGH Kourtney * GOV](#); [KING Natalie * GOV](#)
Subject: Re: Teacher of the Year event
Date: Friday, August 31, 2018 11:24:31 AM

Jenni, thank you so much! We are so excited. I'm copying folks from my team who should be looped into planning conversations—Kourtney Linebaugh for event logistics, and Natalie King for social media planning. I'll be point on any external media, and, should the opportunity arise, the commercial.

Thanks!
Kate

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Date: Friday, August 31, 2018 at 11:21 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: RE: Teacher of the Year event

Hi Kate,

We have confirmed **Tuesday, September 18** on our end for the Teacher of the Year morning assembly at Churchill High School in Eugene.

I will arrange a conference call with the school and district staff next week to nail down logistics and the flow of the morning. I will also be coordinating with our program sponsor (Oregon Lottery) and crew from Pollinate for the filming of a commercial with Keri directly following the announcement event.

I have attached the agenda from last year's event, which gives you an idea of the typical programming.

Is there specific involvement that I should incorporate for Governor Brown? If not, I will gladly weave her presence into the program as much as possible, including comments and congratulations to Keri following Colt's announcement during the assembly, photo opportunities and media interviews directly following the assembly and potentially a classroom visit before we whisk Keri away for a network meeting, lunch and styling for the commercial. It is also possible that the school principal will request the Governor offer opening comments in connection to the "ruse" (whatever staff are told the assembly is for, as the Teacher of the Year element is a surprise).

Please let me know if you have any questions.

Thank you!

Jenni Knaus



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Communications Specialist
Communications | Deputy Superintendent's Office
503-947-5860 | 503-385-3229 (cell)
Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Sent: Tuesday, August 28, 2018 5:01 PM

To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Subject: Re: Teacher of the Year event

Thank you so much, and sorry to jump off so quickly. We should know for sure by the end of the week if the 18th can work, or if it doesn't.

From: KNAUS Jenni - ODE <jenni.knaus@state.or.us>

Date: Tuesday, August 28, 2018 at 4:32 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Subject: Teacher of the Year event

Hi Kate,

To close the loop on our conversation, I dropped a hint today in an email to the principal at Churchill, along with the district superintendent and PIO, that the Governor may be interested in attending.

I'll work with Corey to look at the possibility of September 18 and be in touch.

Best,



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Jenni.Knaus@state.or.us | www.oregon.gov/ode

From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#)
Subject: FW: Teacher of the Year event
Date: Friday, August 31, 2018 11:24:52 AM

FYI

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Friday, August 31, 2018 at 11:24 AM
To: KNAUS Jenni - ODE <jenni.knaus@state.or.us>
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>, LINEBAUGH Kourtney * GOV <Kourtney.Linebaugh@oregon.gov>, KING Natalie * GOV <Natalie.KING@oregon.gov>
Subject: Re: Teacher of the Year event

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To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: RE: Teacher of the Year event

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Thank you!



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Best,



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From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [BHATT Pooja * GOV](#); [POLALES Jack * GOV](#)
Subject: Re: Help with education stats?
Date: Friday, August 31, 2018 11:25:55 AM

Thank you! Jack, please review in depth and let Marc know if you have outstanding questions.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 31, 2018 at 11:22 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>, POLALES Jack * GOV <Jack.POLALES@oregon.gov>
Subject: FW: Help with education stats?

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When answering the comparison question he references Brian Reeder as a resource to better explain if we can make that comparison. Brian and his team are out today so I don't think we can provide more analysis today than what Josh has provided.



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From: REW Josh - ODE
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To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
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Please let me know if you need anything else.

Best wishes,

W. Joshua Rew, Ph.D.

Psychometrician, Measurement/Psychometric Team Lead

[Accountability, Research, and Information Services](#) | [Oregon Department of Education](#)

255 Capitol Street NE · Salem, OR · 97310-0203

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 Please consider the environment before printing this e-mail.

From: SIEGEL Marc - ODE

Sent: Friday, August 31, 2018 8:17 AM

To: REW Josh - ODE <Josh.Rew@ode.state.or.us>

Subject: FW: Help with education stats?

Josh,

Are you able help the Governor's office this morning with these two requests? I'm not sure of their deadline, but usually they have tight turnarounds.



OREGON
DEPARTMENT OF
EDUCATION

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

Oregon achieves . . . together!

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Thursday, August 30, 2018 10:07 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Cc: POLALES Jack * GOV <Jack.POLALES@oregon.gov>; BHATT Pooja * GOV <Pooja.BHATT@oregon.gov>
Subject: Help with education stats?

Hi Marc,

I want to get some stats around education. First, just a fact check: "With the class of 2017, Oregon schools notched their biggest one-year improvement in the statewide graduation rate since the current measurement system began eight years ago."

Source:

https://www.oregonlive.com/education/index.ssf/2018/01/oregons_graduation_rate_improv.html

The second requires some calculation. We know that the statewide average four-year graduation rate has increased 4.7 points over the last three years. What would be the comparable rate between 2011-2014? And is there a way to make an accurate comparison of what happened between 2003-2010, despite a change in measurement systems since then?

My colleague Jack Polales (copied) is happy to work with you or any ODE contacts you want to push him over to for this info.

Thanks!

Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | M: 503.689.0248

From: [LESLIE Berri * GOV](#)
To: [LESLIE Berri * GOV](#)
Date: Friday, August 31, 2018 11:32:09 AM

30% of their children are subsidized

Like what they saw but have suggestions and tweaks
Applaud the use of mixed delivery in the future
Likes the new federal funds – use those strategically
Look at 0-5 in more holistic way rather than bifurcating
More continuum of the development of these children – seamless services for Oregon

More 0-3
Applauds focus of baby promise
Ensuring that baby promise and preschool promise stay integrated
Seamless solution
Opportunity to have this not on a school year but on a full calendar year for the families – also to support academic
Offer support 12-months out of this year
Money well invested

Want to increase slots especially high quality slots – continue through the reimbursement through SPARK
Reimburses them for the actual costs of quality
Louisiana incentivizing through tax code to incentivize quality personal and business

Depending on age – reimbursing at the 50th percentile – mixed bag – north Carolina has done significant increase

Add more slots to give these kids more places to go – quickly get those 30,000 children supported.
Ensure that the space you want to leverage is available to you. The 75% is a great start in opening up that space.

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

From: [LESLIE Berri * GOV](#)
To: [CAPPS Lindsey D * GOV](#)
Subject: E-Board Letter
Date: Friday, August 31, 2018 11:33:49 AM

Can you send me the final version for ELD? I know you sent me one already but I want to make sure what I have is THE final? Also, I assume these are now public so we can share with stakeholders?

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#)
Cc: [EDLUND Tina * GOV](#)
Subject: Another KOIN call on hearts
Date: Friday, August 31, 2018 11:44:35 AM
Attachments: [voicemail-155.m4a](#)
[ATT00001.txt](#)

Also called Endi asking about governance and board appointments at OHSU and gov's role, she punted to me.

Attachment voicemail-155_2.m4a (101309 Bytes) cannot be converted to PDF format.

Sent from my iPhone

From: [KONDAYEN Kate * GOV](#)
To: [NELSON Ariel * HCS](#); [PAIR Chris * GOV](#); [LABAR James * GOV](#)
Subject: Re: Governor Brown on housing
Date: Friday, August 31, 2018 11:47:23 AM
Attachments: [image001.png](#)
[image002.png](#)

Rewrite: This (veterans) goal is a continuation of the work that the Governor started last year. The funding outlined in Measure 96 covers the financial needs of her current directive, but there is more coordination and legwork that needs to happen to accomplish this goal. In addition, HB 4007 (2018) will triple the resources coming in from the document recording fee, 25% of which is dedicated to serving veterans.

Thoughts?

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To: LABAR James * GOV; KONDAYEN Kate * GOV; NELSON Ariel * HCS
Subject: Re: Governor Brown on housing

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Subject: RE: Governor Brown on housing

Answers below. Please advise

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James,

Our first set of (detailed!) questions from OPB. What can we get back to him?

Chris, heads up on timing at the end of the mail—he is not promising today.

Best,
Kate

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To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
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- \$25 million in bonds to preserve 400 units of affordable housing. **Correct.**

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BTW: I really want to make sure I understand this plan. But I'm ultimately not sure whether we'll rush a story out on it or include it in a planned run down of where Gov. Brown stands on key issues compared to her opponent.

Thanks for your help!

dirk

Dirk VanderHart
Reporter/Producer
Oregon Public Broadcasting
Desk: 503.293.1926
Cell: 616.773.8677



From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Thursday, August 30, 2018 at 6:35 PM

To: Dirk VanderHart <dvanderhart@opb.org>

Subject: Re: Governor Brown on housing

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I'm in Portland most Wednesdays and Fridays, on the east side. When/where would be good for you? After deadline drinks one day?

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And yes, let's definitely grab a hot/cold beverage. Are you in Portland a lot?

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To: [KONDAYEN Kate * GOV](#); [NELSON Ariel * HCS](#); [LABAR James * GOV](#)
Subject: Re: Governor Brown on housing
Date: Friday, August 31, 2018 11:51:48 AM
Attachments: [image001.png](#)
[image002.png](#)

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To: [NELSON Ariel * HCS](#); [PAIR Chris * GOV](#); [LABAR James * GOV](#)
Subject: Re: Governor Brown on housing
Date: Friday, August 31, 2018 11:58:12 AM
Attachments: [image001.png](#)
[image002.png](#)

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To: [LABAR James * GOV](#); [KONDAYEN Kate * GOV](#)
Cc: [NELSON Ariel * HCS](#)
Subject: Re: Governor Brown on housing
Date: Friday, August 31, 2018 12:11:44 PM

I'm good. Thanks.

From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Friday, August 31, 2018 at 12:02 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: NELSON Ariel * HCS <Ariel.Nelson@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Subject: Re: Governor Brown on housing

Good from me.

James LaBar
Regional Solutions Coordinator: Mid Valley Region
Office of Governor Kate Brown
971.209.8371

On Aug 31, 2018, at 11:58 AM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

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From: LABAR James * GOV <James.Labar@oregon.gov>
Date: Friday, August 31, 2018 at 11:16 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, NELSON Ariel * HCS <Ariel.Nelson@oregon.gov>
Subject: RE: Governor Brown on housing

Answers below. Please advise

From: KONDAYEN Kate * GOV
Sent: Friday, August 31, 2018 10:59 AM

To: LABAR James * GOV <James.Labar@oregon.gov>
Cc: PAIR Chris * GOV <Chris.PAIR@oregon.gov>; NELSON Ariel * HCS
<Ariel.Nelson@oregon.gov>
Subject: FW: Governor Brown on housing

James,

Our first set of (detailed!) questions from OPB. What can we get back to him?

Chris, heads up on timing at the end of the mail—he is not promising today.

Best,
Kate

From: Dirk VanderHart <dvanderhart@opb.org>
Date: Friday, August 31, 2018 at 10:56 AM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Governor Brown on housing

Hi Kate:

I've just been able to read through this proposal. My specific interest is next steps the governor will propose in next year's budget. Here's what I came away with in terms of spending proposal. Let me know if I'm wrong.

- \$160 million in bonds for 2,200-2,600 units of affordable housing. (A doubling of current \$80 million bond amount?).

Q: Would the number of targeted units change if Measure 102 passes? **No, Measure 102 only increases flexibility for muni bonds, not the LIFT bonds.**

- \$50 million for EHA and SHAP (from existing revenues?) **These are General Funds.**

- \$20 million investment to achieve "clear and measurable goals" for housing kids.

Q: What are these goals? What's the \$20m going to? **The clear and measureable goals for the \$20 million are to rapidly rehouse unsheltered families and connect them with services to retain housing. DHS and OHCS are working out the details to best serve the unsheltered families as well as the rest of the work with the Governor's Children's Cabinet.**

- \$25 million in bonds to preserve 400 units of affordable housing. **Correct.**

- \$25 million to acquire 800 units of below market housing.

Q: Would the state own and operate these units? **No.**

- Up to \$20 million to help low income renters access and state in rental housing. (Not

clear on what that money does. Legal services?) The \$20 million will go to a variety of efforts, including legal services, tenant education classes, and landlord education on fair housing training.

- Not clear on any new spending proposed re: veterans' homelessness. No new allocation.

- \$20 million in bonds to construct 200 units of PSH.

Q: how much money is the governor proposing for services? It's unclear. OHA is providing the vouchers, and the spending amounts are being worked out. Kate, do we need to get them? James

- \$15 million toward Housing Accelerator (is that money already in the system or would it be new allocation?) New allocation.

- \$20 million to mitigate risk to housing lenders. Correct.

That amounts to \$355 million, but I'm not clear if all of that are new funding allocations or whether some of it is already available.

BTW: I really want to make sure I understand this plan. But I'm ultimately not sure whether we'll rush a story out on it or include it in a planned run down of where Gov. Brown stands on key issues compared to her opponent.

Thanks for your help!

dirk

Dirk VanderHart
Reporter/Producer
Oregon Public Broadcasting
Desk: 503.293.1926
Cell: 616.773.8677
<image001.png>

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Thursday, August 30, 2018 at 6:35 PM

To: Dirk VanderHart <dvanderhart@opb.org>

Subject: Re: Governor Brown on housing

If you write for tomorrow, we can hold until you post.

I'm in Portland most Wednesdays and Fridays, on the east side. When/where would be good for you? After deadline drinks one day?

Kate

From: Dirk VanderHart <dvanderhart@opb.org>
Date: Thursday, August 30, 2018 at 4:30 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Governor Brown on housing

Hi Kate:

I've been swamped with other stuff this afternoon, so haven't had a chance to even give it a read. Thanks for sending! Know when you might post it tomorrow? I need to get a look at it to figure out what to do with it.

And yes, let's definitely grab a hot/cold beverage. Are you in Portland a lot?

Dirk VanderHart
Reporter/Producer
Oregon Public Broadcasting
Desk: 503.293.1926
Cell: 616.773.8677
<image002.png>

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Thursday, August 30, 2018 at 2:52 PM
To: Dirk VanderHart <dvanderhart@opb.org>
Subject: Re: Governor Brown on housing

nge. We're not posting to our website until tomorrow—let me know if you need more time?

From: [CAPPS Lindsey D * GOV](#)
To: [LESLIE Berri * GOV](#)
Subject: Re: E-Board Letter
Date: Friday, August 31, 2018 12:22:28 PM

You should have it from Rick. In talking with CFO this morning, I think they had it in mind that we hold the letter until our meeting with LFO next week. It will not otherwise be posted for awhile.

On Aug 31, 2018, at 11:33 AM, LESLIE Berri * GOV <Berri.Leslie@oregon.gov> wrote:

Can you send me the final version for ELD? I know you sent me one already but I want to make sure what I have is THE final? Also, I assume these are now public so we can share with stakeholders?

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [FISHER Nikki * GOV](#)
Subject: FW: Governor Brown on housing
Date: Friday, August 31, 2018 12:47:17 PM
Attachments: [image001.png](#)

Chris, see below on timing. Do you want to go ahead and post housing agenda today? James says word is moving quickly through the community, he's gotten some calls.

I'll touch base with James and Ariel on the first ownership question.

Nikki, can you reach out to Dirk with the Business Oregon statement, saying that I had mentioned he asked?

From: Dirk VanderHart <dvanderhart@opb.org>
Date: Friday, August 31, 2018 at 12:44 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Governor Brown on housing

Thanks, Kate! That's helpful.

Two more questions:

If the state's spending \$25 million to acquire 800 units of housing, who owns it?

Unrelated: Has your office issued a response to the investigation into Business Oregon? I know that it didn't find, categorically, the kind of problems that were alleged, but there are also some concerning findings in there—specifically as relates one manager who has allegedly made advances at staffers and suggested older employees should retire. Is the governor concerned by the report?

I'm getting pulled to work on a pressing story this afternoon, so it doesn't look like we'll be posting immediately on the housing plan. But I plan on covering it. And have fun at the symphony this evening! I think we'll sit this one out.

Dirk

Dirk VanderHart
Reporter/Producer
Oregon Public Broadcasting
Desk: 503.293.1926
Cell: 616.773.8677



From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Friday, August 31, 2018 at 12:19 PM

To: Dirk VanderHart <dvanderhart@opb.org>

Subject: Re: Governor Brown on housing

w allocation.



From: [CAPPS Lindsey D * GOV](#)
To: [LESLIE Berri * GOV](#); [KORESKE Debbie * GOV](#)
Cc: [BHATT Pooja * GOV](#)
Subject: Fwd: Child Care Letter
Date: Friday, August 31, 2018 12:50:28 PM

FYI

From: Wilson Doug <Doug.Wilson@state.or.us>
Date: August 31, 2018 at 12:43:59 PM PDT
To: MANDELL David P - ELD <david.mandell@state.or.us>, CALDERON Miriam - ELD <miriam.calderon@state.or.us>, TATE Ben - ELD <ben.tate@state.or.us>, CRAGER Rick - ODE <rick.crager@state.or.us>, FREDERICK Becky - ODE <becky.frederick@state.or.us>, "CAPPS Lindsey D * GOV (Lindsey.D.CAPPS@oregon.gov)" <Lindsey.D.CAPPS@oregon.gov>
Cc: Byerly Laurie <Laurie.Byerly@state.or.us>, "PEARSON Lisa * DAS (Lisa.PEARSON@oregon.gov)" <Lisa.PEARSON@oregon.gov>, Walker Timothy E <Timothy.E.Walker@state.or.us>
Subject: Child Care Letter

I just quickly went through the Child Care Development Fund letter and will have lots of questions. My plan is to complete those by the end of the day (today) or tomorrow morning and send them to you all. Needless to say, the questions will be asking for significantly more information on how money is planned to be spent, when it will be spent, description and timing of the requested positions, information on supply of providers for the programs, hiring status of positions authorized in Feb Leg Session, and other questions. I thought I would give you a heads up on the type of questions so you can start to work if you want on some of this yet today.

thanks

Doug Wilson
Legislative Fiscal Office
H-178 Capitol
900 Court St. NE
Salem OR 97302
503-986-1837
doug.wilson@state.or.us

From: [BLOSSER Nik * GOV](#)
To: [EDLUND Tina * GOV](#); [KONDAYEN Kate * GOV](#)
Cc: [ROMAN Linda * GOV](#); [KORESKEI Debbie * GOV](#)
Subject: Re: Health Care Whitepaper
Date: Friday, August 31, 2018 1:03:56 PM
Attachments: [Health Care whitepaper 8-31-18 1pm.docx](#)

Hi – In terms of the copy, two main comments:

1. The Exec summary is way too long. This is an exec summary. You can say all you want about the detail about behavioral health, oral health and addiction and recovery, but we need to say that in three sentences in the exec summary part and longer in the detail. So I hacked it back again. See attached.
2. There are way too main bullets underneath some of the agenda items. I deleted a bunch. There are still too many in #5. You will see when this gets to layout, so I'm trying to simplify and avoid that. If I cut anything that shouldn't be, you can only put it back if something else that's the same length or longer is cut . ;>

Thanks. Looking forward to seeing the next draft in layout.

■ Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Date: Thursday, August 30, 2018 at 8:18 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Health Care Whitepaper

Kate,

Here's the next version of the Health Care Agenda. I've gone through and accepted Nik's changes, with one exception—he deleted language about addressing oral health which will be important for stakeholders to see, so I think it should stay. Otherwise, I think I caught the changes he made for strategies, collapsing bullets into strategies, etc. If I missed something, it's just an oversight, not an intentional choice.

I didn't format much...didn't have the instructions at my fingertips.

I think it'll probably be best to simply restart the layout work. There are so many changes that I think it'll be more work to enter the changes than to start over.

Let me know what you need next.

T

Tina Edlund
Senior Health Policy Advisor
Office of Governor Kate Brown
(971) 209-0604

Healthy Oregonians: Sustaining the Oregon Model of Health Care Coverage, Quality, and Cost Management

Kate Brown, Governor

Tina Edlund, Health Policy Advisor

~~Vision and goals~~Vision

Governor Brown's vision is that all Oregonians deserve world-class health outcomes regardless of who they are or where they live.

Executive Summary

Oregon is a national model for health care reform. For nearly a decade, Oregonians have been involved in intense efforts to create a person-centered, coordinated, community-based health care system that focuses on improving health, improving health care quality, reducing controlling costs, and eliminating health disparities. We have seen remarkable gains, but there is still more work to do. Under Governor Brown's leadership, 94% of all Oregonians and 100% of children now have access to quality health care coverage, ~~and we intend to build on and extend that success.~~ But coverage alone does not create health. Governor Brown's vision means that we must also improve the conditions in which Oregonians and their families are born, live, learn, work, and grow older. A central goal is to ensure that as we work toward world-class outcomes we ~~develop a shared vision of integrating~~ fully integrate health equity, tribal, and racial justice in our ~~charge to~~ focus on social determinants of health. ~~In so doing, we will continue to build thriving communities for all ages and abilities.~~ The pathway to improved health includes increasing connections between health care and early learning, human services, social supports, ~~as well as~~ and affordable housing ~~and mobility options~~ to address social factors that influence health. Our goal in Oregon is and always has been to create the conditions and incentives for Oregonians to be healthy and to live healthy lives.

A key strategy to achieving lower costs, better outcomes and better health is to reduce the siloes ~~and fragmentation~~ in health care. Physical health, mental health, substance use disorder treatment ~~and recovery services~~ and oral health services are too often delivered in separate, fragmented ways; by integrating these services, we can expand access to appropriate

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treatment at the right time and right place and maximize the opportunity to achieve better health outcomes.

Meaningful improvement in health requires having the same kind of access to mental health, and substance use disorder treatment as we have for physical health care. The same is true for oral health services.

Finally, a healthy population requires a 21st century public health system with the capacity and resiliency to provide foundational public health services across the state, such as communicable disease control and chronic disease prevention and emergency preparedness. Our public health system is essential to supporting healthy lives and should be focused on upstream prevention and protections of Oregon's population.

To continue Oregon's leadership in providing essential health insurance coverage at a reasonable cost, the Governor's plan to sustain health transformation focuses on the following strategies:

1. Ensure Oregonians' access to health insurance coverage
2. Improve overall health outcomes through CCO 2.0
3. Control long-term cost growth in health care spending
4. Use reinsurance to keep rates affordable in the private market
5. Increase investments in mental health and addiction prevention and treatment, including suicide prevention
6. Modernize public health
7. Increase capacity, retention, and diversity in Oregon's health care workforce; emphasize cultural responsiveness and language accessibility
8. Good jobs = better health

~~This is the important and natural next stage of health reform in Oregon~~

When people have access to health care, communities are healthier. More people can work, go to school, and contribute in other ways to their local economy. Employers benefit from a healthier workforce, lower insurance costs, and less absenteeism. Fewer people turn to social services. In 2010, nearly 1 in 65 Oregonians lacked health insurance coverage. Oregon's lawmakers, stakeholders and advocates have worked for a decade to ensure that there are comprehensive health insurance options available for Oregonians and because of that work, today, 94 percent of all Oregonians have health coverage.

In addition, between Medicaid, the Public Employees' Benefit Board (PEBB) and the Oregon Educators' Benefit Board (OEBB), the state purchases health care coverage for approximately 1.2 million Oregonians. There are over 115,000 Oregonians who also purchase federally subsidized coverage through the state's Health Insurance Marketplace, which allows individuals to obtain affordable quality health insurance coverage. Each of these sources of coverage have

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been key to bringing Oregon's uninsured rate down from 17 ~~percent%~~ in 2010 to 6 ~~percent%~~ in 2017.

In 2017, Governor Brown further broadened coverage by signing into law "Cover All Kids", which extended eligibility for medical assistance to all Oregon children residing in families with incomes up to 300% of the federal poverty level. The legislature also provided funding in the individual private health insurance market for assistance with premiums and out-of-pocket expenses for qualified citizens of the Compact of Free Association (COFA) Pacific Island nations who are residing in Oregon.

Although there is more work to do to improve affordability and sustainability, this expanded coverage has brought important benefits by dramatically improving access to care, improving the quality of care, containing costs through prevention and early intervention, and by creating thousands of new more than 23,000 new health care jobs across Oregon¹. Medicaid coverage is an effective antipoverty program; ~~as well~~; in a 2017 study of ~~various~~ social programs' impact on poverty, Medicaid accounted for a 3.8 percentage point reduction in the poverty rate, and it is particularly important for people of color. The study showed that Medicaid coverage reduced poverty rates of Hispanics-Latinos by 6.1 percentage points and African Americans by 4.9 percentage points.²

In the next chapter of health care transformation and innovation, Governor Brown is prioritizing the need to improve the social conditions of communities across Oregon.

Medicaid and Coordinated Care Organizations (CCOs)

Oregon has a long history of bipartisan support to provide effective and accessible health insurance coverage for as many Oregonians as possible; The goal is to improve health care quality, measure outcomes, and involve the community in setting health care priorities. In 2012, as part of a Medicaid 1115 waiver, Oregon received \$1.9 billion in additional federal funding over 5 years in exchange for a commitment to improve health care access and quality – as well as reduce increases in per capita health care spending – by focusing on population health, prevention, care coordination, and primary care.

Oregon ~~has successfully~~ met those commitments successfully by creating Coordinated Care Organizations (CCOs), ~~which were~~ a new form of managed care organization defined by a ~~new~~ broad governance structure, global budgets, accountability, transparency, and flexible spending. They are based in the community and charged with coordinating the physical, mental, addiction and oral health services of low-income Oregonians served through the

¹ <https://www.95percentoregon.com/increased-employment.html>, Accessed 8-29-18.

² Remler, DK., Korenman, SD., Hyson RT., "Estimating The Effects Of Health Insurance And Other Social Programs On Poverty Under The Affordable Care Act" *Health Affairs* 36 No. 10 (2017): 1828-1837. DOI: 10.1377/hlthaff.2017.0331. ~~Health Affairs, 36, No. 10 (2017): 1828-1837 ©2017 Project HOPE - The People to People Health Foundation, Inc. (Accessed 8/17/18).~~

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Oregon Health Plan. Additionally, they are required to work with their Community Advisory Councils to develop and implement a Community Health Improvement Plans. In 2012, contracts were awarded to 16 regional CCOs with the expectation that they would make improvements in care while also living within a fixed global budget that could grow by no more than 3.4 percent per capita per year.

If CCOs stay within their budget target, meet their quality goals, and provide the required Medicaid services, they have the flexibility to implement innovative quality improvement programs and invest in health-related services that align with their Community Health Improvement Plan (e.g., housing supports, food security and community activities that support a healthy population). With flexible spending investments in community-based social services, CCOs have effectively redefined “physical health” to focus on a much broader definition of “community health”.

The state also set up an incentive pool to reward CCOs for meeting or exceeding targets on 17 quality measures, including:

- Cigarette smoking prevalence
- Colorectal cancer screening
- Childhood immunization status
- Controlling high blood pressure
- Controlling blood sugar in people with diabetes
- Application of dental sealants for children
- Depression screening and follow-up
- Prenatal and Postpartum care visits
- Developmental screening for children

Oregon’s health system transformation efforts were based on best practices nationally—focusing on patient-centered primary care and bringing together behavioral health, primary health care, and oral health care—and they have worked. Oregon’s Medicaid reforms and the CCO model have saved taxpayers an estimated \$2.2 billion between 2012 and 2017³, and CCOs are continuing to make progress on quality. The latest metrics report shows improvements in several areas including ~~—but not limited to—~~ dental sealants for children, adolescent well-care visits, effective contraceptive use, developmental screenings in the first three years of life, and in health assessments for children in foster care.⁴

³ <https://www.oregon.gov/oha/OHPB/MtgDocs/January%2016%202018%20OHPB%20Retreat%20Board%20Packet.pdf>. See page 57. Accessed on 8-10-18.

⁴ <https://www.oregon.gov/oha/HPA/ANALYTICS-MTX/Documents/2017-CCO-Metrics-Report.pdf>. Accessed on 8-10-18.

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An independent analysis of Oregon's 2012-2017 Medicaid waiver supports these findings, showing that Oregon has spent less per Medicaid member than neighboring Washington, and that it has reduced emergency room visits and "low value" care⁵.

Today, almost 1 in 4 ~~low income~~ Oregonians receive their health care through the Oregon Health Plan.

Current Landscape: Medicaid & The Oregon Health Plan

In September 2017, Governor Brown asked the Oregon Health Policy Board (OHPB) to provide recommendations to the Oregon Health Authority (OHA) for how the state and CCOs can ~~further transform~~advance health care ~~transformation~~ to ~~continue further~~ improving health outcomes, increase value, and hold down costs. Specifically, the Governor asked for recommendations in the following areas:

- o Focus on social determinants of health and equity
- o Increase value and pay for performance
- o Improve the behavioral health system
- o Maintain a sustainable cost growth

OHPB established work groups to address each of the Governor's outlined priority areas, held 10 community meetings around the state with more than 500 attendees, established an online survey for broader public input and obtained input from more than 25 Medicaid and/or health-related committees over the course of the year. In total, OHA-OHPB has received input from an estimated 2,500 Oregonians. OHPB's final recommendations are expected to be delivered to OHA in October 2018, in time to be included as appropriate in the CCO request for applications, expected to be issued in January 2019 for new five-year contracts effective January 1, 2020.⁶

The next phase of Medicaid transformation in Oregon (CCO 2.0) will be in large part defined by the new CCO contracts.

Current Landscape: Addiction Treatment and Recovery

The indiscriminate chronic disease of substance use disorder (SUD) continues to plague Oregon families from all backgrounds. Nationally, the abuse of tobacco, alcohol, and illicit drugs is estimated to be responsible annually for more than \$740 billion in costs related to crime, lost work productivity and health care.⁷ Here in Oregon, the annual cost of SUD is estimated to be

Commented [TE1]: This is lifted from Jeff's paper.

⁵ Kushner, J. et al. "Evaluation of Oregon's 2012-2017 Medicaid Waiver." *OHSU Center for Health System Effectiveness*, 2017. www.oregon.gov/oha/HPA/ANALYTICS/Evaluation%20docs/Summary%20MedicaidWaiver%20Evaluation%20Final%20Report.pdf

⁶ Draft recommendations are posted at <https://www.oregon.gov/oha/OHPB/Pages/CCO-2-0-recommendations.aspx>.

⁷ National Institute of Drug Abuse, <https://www.drugabuse.gov/related-topics/trends-statistics#supplemental-references-for-economic-costs>

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\$6 billion.⁸ Not only is this disease costly to our state, but it has significant detrimental impact on children and families.

Parents and caregivers who suffer with SUD expose their children to adverse childhood experiences, thus increasing the probability that kids will suffer from the same chronic illness.⁹ According to data in the Adoption and Foster Care Analysis and Reporting System (AFCARS), caregivers suffering from SUD is frequently reported as a reason for removal, particularly in combination with child neglect.¹⁰ Nationally, for almost 31 percent of all children placed in foster care in 2012, parental alcohol or drug use was the chief documented reason for removal. In Oregon, the situation is far worse. According to recent case reviews, nearly 75 percent of Oregon foster care placements involved parental substance use disorder.¹¹ We must break the cycle of addiction passed through generations.

While Oregon has made great strides in reducing both over-prescription of opioids and overdose related to opioid use disorder, much work remains to be done. As overdose deaths from prescribed medications fall, we are seeing a corresponding rise in those deaths related to illicit substances such as methamphetamine and fentanyl.¹² As Oregon fights the ongoing opioid epidemic, we cannot lose sight of the need to address addiction related to all dangerous substances, including alcohol.

Finally, we cannot ignore the connection between substance use disorders and mental health disorders. Research shows about half of those who are diagnosed with a substance use disorder have also experienced mental illness.¹³ In addition, a recent review by the National Institute on Drug Abuse (NIDA), cites evidence that 60 percent of adolescents in community-based substance use disorder treatment programs also meet diagnostic criteria for mental illness.¹⁴

⁸ Dishion TJ, Patterson GR. 2006. The development and ecology of antisocial behavior in children and adolescents. In D Cicchetti DD Cohen (Eds.) Developmental psychopathology (pp. 503-41). Somerset NJ: Wiley.

⁹ Choi, N. G., DiNitto, D.M., Marti, C.N. & Choi, B. Y., *Association of Adverse Childhood Experiences with Lifetime Mental and Substance Use Disorders Among Men and Women Aged 50+ Years* International Psychogeriatrics 29(3) 359-372. doi: 10.1017/S1041610216001800

¹⁰ Correia M. (2013). Substance abuse data in child welfare. *Casey Practice Digest: Substance Use Disorders in Families With Young Children*. Casey Family Programs Issue 5.

¹¹ Paul Bellaty study from Rosa 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse. Bellatty Paul

¹² Oregon Prescription & Drug Overdose Data Dashboard, "Oregon Drug Overdose Deaths," The Oregon Health Authority <https://www.oregon.gov/oha/PH/PreventionWellness/SubstanceUse/Opioids/Pages/data.aspx> accessed 8/20/2018.

¹³ Santucci K. Psychiatric disease and drug abuse. *Curr Opin Pediatr*. 2012;24(2):233-237. doi:10.1097/MOP.0b013e3283504fbf.

Ross S, Peselow E. Co-occurring psychotic and addictive disorders: neurobiology and diagnosis. *Clin Neuropharmacol*. 2012;35(5):235-243. doi:10.1097/WNF.0b013e328261e193.

Kelly TM, Daley DC. Integrated Treatment of Substance Use and Psychiatric Disorders. *Soc Work Public Health*. 2013;28(0):388-406. doi:10.1080/19371918.2013.774673.

¹⁴ <https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/1155-common-comorbidities-with-substance-use-disorders.pdf> Accessed on 8/28/18.

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But fragmentation in the health care system has created artificial silos between physical health, mental health and addictions treatment and services, which makes it harder for individuals to get their needs met while providers face barriers in information sharing and communications. Arcane billing rules that don't recognize whole-person treatment continue to present unneeded challenges to access. This means that Oregonians who struggle with substance use disorders and mental health challenges face barriers getting the services and support they need every single day. While Oregon's health care systems have worked toward a new model of care that coordinates physical and behavioral systems of care, it is past time for us to address the systemic and operational barriers that prevent individuals and their families from getting the right support at the right time.¹⁵

Current Landscape: Oregon Health Insurance Marketplace

In 2018, more than 156,000 Oregonians signed up for private health insurance through the Oregon Health Insurance Marketplace. More than 115,000 Oregonians have qualified for federal tax credits that make health premiums more affordable for moderate-income individuals and families. On average, Oregonians who bought health coverage through the Marketplace and received subsidies for 2018 plans had their premiums reduced by \$410 per month.¹⁶

The Oregon Reinsurance Program, created during the 2017 legislative session, protects and stabilizes all insurance companies within the individual market, which insures ~~around nearly~~ 200,000 Oregonians in every corner of the state. The positive effect of the Oregon Reinsurance Program provides relief for Oregonians and helps reverse some of the health insurance rate increases related to uncertainty caused by actions at the federal level. For 2018 and 2019 plan years, the program helped reduce individual market rates by approximately 6 percent thereby strengthening our health insurance markets and assuring access to affordable health coverage.¹⁷

Stable and strong insurance markets contribute significantly to Governor Brown's priorities of supporting Oregon's families and children's access to quality health care. Lower rates also have a positive economic impact for small businesses and a thriving statewide economy.

Since 2017, federal actions designed to dismantle the Affordable Care Act continue to impose uncertainty and risk on Oregon's insurance markets. The repeal of the individual mandate coupled with new federal regulations designed to expand association health plans and short term, limited duration health insurance policies, fragment a healthy and robust ACA risk pool and indirectly raise health insurance premiums. In the absence of state action, these federal

¹⁵ <https://www.oregon.gov/oha/HPA/CSI-BHP/Documents/Behavioral-Health-Collaborative-Report.pdf>, p. 3, Accessed August 28, 2018.

¹⁶ https://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/Marketplace-Products/2018_Open_Enrollment.html.

¹⁷ <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2832> and <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2170>.

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policy changes could lead to large premium increases and market destabilization. Oregon must continue to find solutions to stabilize our health insurance markets and ensure affordable access to health insurance coverage for all Oregonians.

~~Work done to date~~ Key Accomplishments to Date

- **Expanded access to health care coverage and access to care** to 94% of adults and 100% of children in Oregon.
 - By directing agencies to maintain coverage for children on the Children's Health Insurance Program (CHIP) in the face of Congressional inaction, the Governor provided stability to 80,000 Oregon children whose access to health care was threatened;
 - Passed "Cover All Kids" in 2017, ensuring that every child in Oregon has access to the health care they need to stay healthy, learn, and play;
 - Secured a Medicaid funding package to preserve coverage for a million Oregonians on the Oregon Health Plan. The package was later affirmed with strong support by the voters in a special election in January 2018; and,
 - Guaranteed access to reproductive health care by ~~passing~~ signing the Reproductive Health Equity Act (RHEA), which extends access to the full range of reproductive health services and post-partum care to people who can become pregnant, protects care for the people with private and employee sponsored health care through no cost sharing or copays and prohibits discrimination in the provision of reproductive health services.
- **Addressing addiction prevention, treatment and recovery.**
 - Created the Opioid Epidemic Task Force in 2017 as part of a statewide effort to combat opioid abuse and dependency. The Task Force consists of medical experts, drug treatment specialists, and government officials. Their mission is to identify and implement efforts to address the growing opioid misuse and abuse across the state. Among other things, the Task Force has prioritized reducing the number of narcotic pills in circulation, improving access to high quality treatment, facilitating data sharing and the promotion of cutting edge education efforts; and,
 - Executive Order 18-01 declares substance abuse and addiction to be a public health crisis in Oregon and calls for the Alcohol and Drug Policy Commission (ADPC) to create a state plan around addiction, prevention, treatment, and recovery. Signed into law a related bill (HB 4137), requiring that the ADPC provide the legislature with recommendations for a strategic plan for addiction prevention and recovery.

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- **Reducing health care disparities and expand focus on social determinants of health.**
Signed into law HB 4018, which requires that CCOs spend a portion of their annual net income or reserves on services designed to address health disparities and the social determinants of health.
- **Protecting Oregonians from unreasonable health insurance rate increases.** Signed into law the Oregon Reinsurance Program in 2017 to stabilize the individual health insurance market.
- **Supporting Tribal health.**
 - Governor Brown directed the Oregon Health Authority to work closely with Oregon's nine tribes to maximize a federal opportunity to claim 100% federal funding for health care services provided outside of tribal health facilities under specific care coordination agreements.
 - Supported tribal-directed care coordination to ensure sustainability, better care networks and culturally appropriate care for Oregon tribes.
- **Controlling health care costs.**
 - Signed into law cost containment measures directly affecting the Public Employees' Benefit Board (PEBB) and Oregon Educators' Benefit Board (OEBB) including limiting annual premium increases and per member per month costs to no more than 3.4 percent%;
 - Signed into law a prescription drug price transparency act ([House Bill HB 4005](#)) that creates transparency and accountability for rising drug costs. HB 4005 also created the Task Force on the Fair Pricing of Prescription Drugs;
 - Signed into law Senate Bill 419, which established the Joint Interim Task Force on Health Care Cost Review to explore opportunities to limit the growth of health care expenditures, address cost drivers, assess the potential impact and feasibility of the Maryland model, and consider and evaluate alternative models to control costs. The main recommendation of the task force is that the state establish a statewide health care spending target for the annual rate of growth of total health care expenditures in Oregon¹⁸; and,
~~e—and~~
 - Eliminated "double-coverage" for PEBB and OEBB-covered employees who enroll as a member on an OEBB or PEBB plan when they are already enrolled as a dependent on another OEBB or PEBB plan.

¹⁸ A draft final report of the Joint Interim Task Force on Health Care Cost Review is available at <https://olis.leg.state.or.us/liz/201711/Downloads/CommitteeMeetingDocument/149994>. Accessed 8-29-18.

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- **Protecting people with Pre-Existing Conditions.** Governor Brown has continued to work with Governors of other Medicaid expansion states to lobby the federal government to maintain coverage for Oregonians with pre-existing conditions.

Governor's Strategies to Sustain Health Transformation in Oregon

To continue Oregon's leadership in providing quality health insurance coverage at a reasonable cost, the Governor's plan is as follows:

1. Ensure Oregonians' access to health insurance coverage
2. Improve overall health outcomes through CCO 2.0
3. Control ~~long-term~~ cost growth in health care spending
4. Use reinsurance to keep rates affordable in the private market
5. Increase investments in mental health and addiction prevention and treatment, including suicide prevention
6. Modernize public health
7. Increase capacity, retention, and diversity in Oregon's health care workforce; emphasize cultural responsiveness and language accessibility
8. Good jobs = better health

1. Ensure Oregonians' access to health insurance coverage.

- o Work hand in hand with our health care partners to secure long-term, sustainable funding for the Oregon Health Plan (OHP), ~~Oregon's Medicaid program~~, to ~~provide~~ maintain health care coverage for 95% of adults and 100% of kids; optimize federal funds, ensure that program funding comes from a broad revenue base, and provide a longer and more stable funding timeline ~~while maintaining a high standard for~~ working to improve access to quality care in underserved communities and rural Oregon;

o Continue access to the full spectrum of reproductive health care including preventive care, preconception, contraception, prenatal and post-partum care, and abortion for all people, and; Maintain access to information about sexual health;

- o Continue to invest primary care infrastructure to build on gains, including Patient-Centered Primary Care Homes (PCPCH), support for robust care teams and data infrastructure. Continuing support for a primary care model that weaves together physical, behavioral and oral health ensures Oregon's providers can thrive as we move from paying for volume to paying for value in CCO 2.0;
- o Ensure all Oregonians in ~~all every~~ parts of the state have access to affordable, quality health care coverage by using the state's purchasing power and ~~continuing~~ to protect against unreasonable insurance rate increases;

Commented [TE2]: ESH thinks this is a really good soundbite that should show up much earlier in the document.

- ~~o Build upon our past success with the CCO model of care coordination, integration, and global budgets;~~
- ~~o Continue the Compact of Free Association (COFA) Premium Assistance Program and encourage providers to enter into care coordination agreements with tribes to increase access to care, increase CCO coordination with tribes, and support tribal-driven programs.~~

2. Improve health outcomes through CCO 2.0

Finalize the next round of ~~C~~oordinated ~~C~~are ~~O~~rganization contracts, ~~to focusing~~ on strengthening connections to community-based services that address social determinants of health, reducing health disparities, ~~and~~ improving mental health and addictions services ~~and~~ integrating ~~care~~.

- ~~o Address~~ Take action on the social determinants of health by spurring sustainable community innovation and flexible investments in OHP to ensure that low-income Oregonians have access to the supports and services that allow them to live long, healthy lives—by strengthening connections to public health, early and life-long learning, human services, long-term supports, services, quality jobs and affordable housing, thereby improving overall community health;
- ~~o Deliver effective, integrated care.~~ Physical, behavior, and oral health providers cannot coordinate effectively without fundamental system changes in the health care delivery system. Create a long-term plan that “weaves” physical, behavioral, and oral health in a way that creates effective communication capabilities between systems, facilitates referrals, and addresses transparent payment and billing issues; ~~referrals and creates effective communication capabilities between systems;~~
- o Identify, promote, and expand programs that integrate mental health, addiction ~~health~~, and oral health services into primary health care to further improve health outcomes and reduce long-term costs;
- o Increase accountability for equity by increasing efforts to collect consistent, reliable race and ethnicity data to identify health disparities early on; and,
- ~~o Encourage CCOs to collaborate and consult with culturally specific communities and tribes to leverage community driven solutions for better health outcomes and care coordination.~~

Without strong cost controls, health care will continue to outstrip the growth of the state revenue and personal income. We must deliver care differently ~~in order to~~ reduce cost growth below 3.4 percent in Medicaid, PEBB, and OEBB, to ensure that costs do not outpace economic growth.

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- Build on Oregon's success of setting a cost growth target in public programs by creating an all-payer cost growth target based on the total cost of care to contain costs across the entire health system. Build on Oregon's data and transparency efforts to identify opportunities to contain costs that are growing faster than the budgets of families, businesses, and state government;
- ~~○ Identify and curb cost drivers in the health care system that lead to unwarranted price variation or expenditure growth;~~
- ~~○ Ensure responsible implementation of cost growth controls so that costs are reduced rather than merely shifted unnecessarily to other payers;~~
- Contain prescription drug costs by paying for value, partnering with other states, and aligning how we pay across state health programs; further explore options to control prescription drug costs through collaboration with stakeholders including prescribers, CCOs and other payers, and technical experts. Follow recommendations emerging from the Fair Pricing of Prescription Drugs Task Force (HB 4005);
- ~~○ Support healthy & thriving families by reducing adverse childhood events (ACEs) which contribute to biological and physiological changes that lead to adverse health consequences;~~
- Continue the Oregon Reinsurance Program, which provides relief for Oregonians and helps reverse some of the health insurance rate increases related to uncertainty caused by actions at the federal level. For 2018 and 2019 plan years, the program helped reduce individual market rates by approximately 6 percent, strengthening our health insurance markets and assuring access to affordable health coverage.

5. Increase access to ~~evidence-based~~ mental health and addiction treatment, including suicide prevention

- Use OHA's contracting authority for CCOs, local mental health authorities (LMHAs)/community mental health programs (CMHPs) and local public health authorities (LPHAs) to establish baseline expectations for standards of care and access, accountability for outcomes and transparency while promoting and supporting local control and innovation;
- Reduce administrative burden and system complexity and move toward value-based payment with shared financial risk based on clear accountability and span of control.
- Continue investment in addiction and recovery treatment that focuses on a two-generation approach (parents and children);

- Complete the behavioral health workforce needs assessment called for in Oregon's Behavioral Health Collaborative by February 2019, including licensed, unlicensed, certified, uncertified, and registered workforce;
- Expand in-home intensive behavioral health services for children and youth with specialized needs;
- Assess barriers to effective use of peer-delivered services; establish clear standards for effective and appropriate use of peer delivered services as part of CCO 2.0; and,
- Provide increased access to non-opioid alternative pain treatments;

○ Reduce risk factors for suicide for Oregon youth and adults by implementing an Oregon Youth Suicide Intervention and Prevention Plan and an Adult Suicide Prevention Plan; and,

○ Continue to monitor opioid use through the Prescription Drug Monitoring Program;

~~2. Establish a 21st Century public health system to handle 21st Century public health challenges.~~

Ensure Oregon has a 21st Century public health system to handle 21st Century public health challenges.

- Advance public health modernization efforts by strengthening clean drinking water protections, reducing communicable disease risks, increasing immunization rates, increasing prevention and helping communities address environmental health threats, such as wildfire, across the state;
- Enhance state investment in public health community capabilities that includes prevention of communicable diseases, emergency preparedness, and prevention services; and
- Create enduring partnerships with tribal, health equity and, culturally specific partners to inform and lead the development of Community Health Improvement plans (CHIPs) and Community Health Assessments (CHA).

7. Increase capacity, retention, and diversity in Oregon's health care workforce; emphasize cultural responsiveness and language accessibility.

- Require integration and utilization of Traditional Health Workers and health care interpreters within CCOs and primary care to ensure enhanced delivery of care and improve outcomes;
- Use OHA's contracting authority for CCOs, local mental health authorities (LMHAs)/community mental health programs (CMHPs) and local public health authorities (LPHAs) to establish baseline expectations, cultural competency training and language access;

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- Ensure that rural and frontier Oregonians have unique needs met by increasing accessibility through Project Echo, telehealth, and supporting provider loan repayment and loan forgiveness programs; and,

8. **Good jobs = better health**

Good jobs are formidable tools for narrowing health disparities and containing health care costs. Governor Brown launched Future Ready Oregon in 2018 to provide skill and job training to students and adults, helping to close the gap between the skills that Oregon's workers have and the skills that Oregon's growing businesses and rural communities need. Having a good, living-wage job influences health both directly and indirectly. There are myriad links between income and health: the ability to buy better houses in neighborhoods with places to walk and cycle; the ability to buy healthier food and to invest in educational opportunities—all improve health outcomes.²⁰

- Increase career-connected learning opportunities in all schools and community colleges;
- Expand Registered Apprenticeship opportunities in health care and other high-growth occupations;
- ~~○ Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas;~~
- Develop the core competencies needed across the health care industry for non-licensed, non-certified health care occupations (e.g., **traditional health workers**) and connect this training pathway to the broader health care career pathway, ensuring workers have on and off ramps as they continue to develop their skills; and,
- Support the health workforce caring for our communities by increasing workforce development and licensing opportunities in rural and underserved areas.

Commented [TE3]: Reviewers thought this was too vague.

²⁰ The Urban Institute and the Virginia Commonwealth University's Center on Society and Health, Income and Health Initiative: Brief Two, "Can Income-Related Policies Improve Population Health?", April 2015, pp1-10.

From: [PAIR Chris * GOV](#)
To: [KONDAYEN Kate * GOV](#); [FISHER Nikki * GOV](#)
Subject: Re: Governor Brown on housing
Date: Friday, August 31, 2018 1:12:01 PM
Attachments: [image001.png](#)

I can post it at the end of the day.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Date: Friday, August 31, 2018 at 12:47 PM
To: PAIR Chris * GOV <Chris.PAIR@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: FW: Governor Brown on housing

Chris, see below on timing. Do you want to go ahead and post housing agenda today? James says word is moving quickly through the community, he's gotten some calls.

I'll touch base with James and Ariel on the first ownership question.

Nikki, can you reach out to Dirk with the Business Oregon statement, saying that I had mentioned he asked?

From: Dirk VanderHart <dvanderhart@opb.org>
Date: Friday, August 31, 2018 at 12:44 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: Governor Brown on housing

Thanks, Kate! That's helpful.

Two more questions:

If the state's spending \$25 million to acquire 800 units of housing, who owns it?

Unrelated: Has your office issued a response to the investigation into Business Oregon? I know that it didn't find, categorically, the kind of problems that were alleged, but there are also some concerning findings in there—specifically as relates one manager who has allegedly made advances at staffers and suggested older employees should retire. Is the governor concerned by the report?

I'm getting pulled to work on a pressing story this afternoon, so it doesn't look like we'll be posting immediately on the housing plan. But I plan on covering it. And have fun at the symphony this evening! I think we'll sit this one out.

Dirk

Dirk VanderHart

Reporter/Producer
Oregon Public Broadcasting
Desk: 503.293.1926
Cell: 616.773.8677



From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Date: Friday, August 31, 2018 at 12:19 PM

To: Dirk VanderHart <dvanderhart@opb.org>

Subject: Re: Governor Brown on housing

w allocation.



From: [MORAWSKI Lisa - CEDO](#)
To: [HARTIGAN Endi](#); [KONDAYEN Kate * GOV](#); [SIEGEL Marc - ODE](#)
Subject: Tuesday comms meeting
Date: Friday, August 31, 2018 1:22:54 PM

Hi all,

I saw that the Governor's office scheduled the editorial pitch meeting for the same time as our Tuesday check-in. Do you have availability between 3 and 5 on Tuesday?

Thanks,

lisa

Lisa Morawski
Public Affairs Director
Chief Education Office
503-510-5576
Education.oregon.gov

From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#); [HARTIGAN Endi](#); [SIEGEL Marc - ODE](#)
Subject: Re: Tuesday comms meeting
Date: Friday, August 31, 2018 1:23:42 PM

I won't, sorry. In another meeting then children's cabinet.

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Friday, August 31, 2018 at 1:22 PM
To: HARTIGAN Endi <Endi.Hartigan@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Tuesday comms meeting

Hi all,

I saw that the Governor's office scheduled the editorial pitch meeting for the same time as our Tuesday check-in. Do you have availability between 3 and 5 on Tuesday?

Thanks,

lisa

Lisa Morawski
Public Affairs Director
Chief Education Office
503-510-5576
Education.oregon.gov

From: [BLOSSER Nik * GOV](#)
To: [BROWN Katherine * GOV](#)
Cc: [LESLIE Berri * GOV](#)
Subject: Draft Children's Agenda whitepaper
Date: Friday, August 31, 2018 1:28:31 PM
Attachments: [ChildrensAgenda_v3.1_083118.docx](#)

Governor – Attached is a draft of the Children's Agenda whitepaper that Berri would like to send to the full children's cabinet by Sunday evening in preparation for the Tuesday meeting. We would like you to review it and give her any final edits before this draft goes out for comment.

A few notes:

- You will see a few sections marked where info is still too come on the child welfare sections. Rosa is working on this but it will not be ready by Tuesday.
- The title and vision are in some ways the hardest part. This is my current take.

Happy to jump on a call at your convenience to discuss in the next two days.

Thanks – Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

The Children's Agenda: Supporting Oregon's Disadvantaged Kids to Rise out of Poverty and Achieve Their Full Potential

Kate Brown, Governor
Berri Leslie, Deputy Chief of Staff and Coordinator, Governor's Children's Cabinet
Pooja Bhatt, Education Policy Advisor
Tina Edlund, Healthcare Policy Advisor
Rosa Klein, Human Services Policy Advisor
James LaBar, Housing Policy Advisor
Elana Pirtle-Guiney, Workforce Policy Advisor
Jeffrey Rhoades, Opioid Epidemic Policy Advisor

Vision

Support Oregon's kids and their families to rise out of poverty and achieve their full potential

Executive Summary

Children rely on successful adults and safe, stable environments to grow up to be successful adults themselves. Strong communities provide the supports both kids and their families need to be successful: family wage jobs, good schools, stable and affordable housing, quality childcare and accessible healthcare. The Governor envisions that all Oregonians have access to these building blocks for a successful life.

To accomplish this, we must focus on reducing poverty and supporting family stability. And the core of the strategy is using a two-generation, or "two-gen" approach that supports both vulnerable kids and their families. We must create a more resilient system that recognizes the precarious nature of kids and families in poverty: they are often one accident, health issue, job loss or large rent increase away from having a major disruption to their lives. And the system must recognize the disproportionate representation of communities of color living in poverty.

Moving people up to the middle class from poverty and providing hope to Oregon families is why Governor Brown convened her Children's Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

The Governor's Children Cabinet strategy builds on existing programs to both: a) address root causes of family instability, and b) create a more resilient safety net that helps kids and families who face increased challenges.

The core components of how Oregon can empower families are:

1. Prioritize ending children's homelessness by providing greater housing stability for families with children
2. Ensure 100% of children have healthcare coverage
3. Integrated addiction, treatment and behavioral health programs for families
4. Increase quality, affordable child care so kids are safe while parents are working
5. Preschool for kids in poverty so they get to kindergarten ready to learn
6. Ensure every child has a quality education by lowering class sizes for K-3 and longer school years for all of Oregon's schools.
7. Help parents get a better job to support their families through training and apprenticeship programs for the jobs of the future
8. Finalize a comprehensive child welfare system based on positive human development and safely reduce the need for foster care and incarceration of youth offenders.

Background and recent accomplishments

In the United States today, poverty is inextricably linked to race and geography. Those three factors too often prove to be fortune tellers of a child's future. A defining feature of the American Dream is upward income mobility: the ideal that children have a higher standard of living than their parents. Unfortunately, American children's prospects of earning more than their parents have fallen from 90% to 50% over the past half century.¹ Governor Brown believes that by providing children and their families with the necessary building blocks, supports and incentives, we can restore this dream in Oregon. When we fail to provide these foundation components to families, we all pay in increased health care costs, higher crime, homelessness, and an overburdened foster care system. Despite the hard work, best intentions and costly interventions of many people to help children and families, we have failed to change the trajectory for many of these children, and this must change.

Families with children under five are twice as likely to experience poverty: families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.² These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon's African American population lives in poverty, compared with 11 percent of non-Hispanic white Oregonians. Geographically across Oregon, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.³

¹ <http://www.equality-of-opportunity.org>

² The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

³ The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

We already know that education, stable housing, jobs, living wages, food security, access to health care and affordable and safe child care are the building blocks for families to thrive. Research shows that quality early education creates benefits that last a lifetime. Many of these programs have two-generations of benefits, allowing the parent to build their career while offering the child the services they need to be successful. Investments made now will pay off in reduced social service and public safety costs along with increased productivity and a healthier workforce in the future.

Housing

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened" and results in families having difficulty affording necessities such as food, clothing, transportation and medical care.⁴ Thirty-one percent of all renter household families in Oregon with children under five are spending more than half of their incomes on rent. For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that these families have little or no cushion for basic necessities, and as a result are just one minor financial emergency away from losing their homes.

The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members. In some counties more than 10 percent of students are experiencing a form of homelessness.⁵ It is clear that children living in higher-quality housing have higher kindergarten readiness scores⁶.

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Under Governor Brown's leadership, Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP).

Healthcare

⁴ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

⁵ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations.

⁶ Coulton, C., Richter, F., Kim, S., Fischer, R., Cho, Y. (2016). Temporal effects of distressed housing on early childhood risk factors and kindergarten readiness. *Children and Youth Services Review*, 68, 59-72.

Thanks to the leadership of many, Oregon effectively has healthcare coverage for 100% of children in the state, with poor children covered by the Affordable Care Act's Medicaid expansion and the Children's Health Insurance Program (CHIP). Interestingly but not surprising, Medicaid coverage is a very effective antipoverty program. In a 2017 study of various social programs' impact on poverty, Medicaid accounted for a 3.8 percentage point reduction in the poverty rate overall, and an even greater reduction for people of color. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits.⁷ The study showed that Medicaid coverage reduced poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.⁸

Oregon's experience with the development and implementation of coordinated care organizations who deliver Medicaid services demonstrates that it is possible to provide good health care access and improve population health, while also slowing the growth of health care spending. This innovative approach of state and federal governments setting clear and measurable outcome metrics while also allowing greater flexibility in funding streams allowed local communities to better coordinate services and achieve the "triple aim" of Oregon's nationally recognized health care model. In the future, the Children's Cabinet will explore applying this approach to the social and educational services for children and their families.

Addiction, treatment and behavioral health

The indiscriminate chronic disease of substance use disorder (SUD) continues to plague Oregon families from all backgrounds. Nationally, the abuse of tobacco, alcohol, and illicit drugs is estimated to be responsible annually for more than \$740 billion in costs related to crime, lost work productivity and health care.⁹ Here in Oregon, the annual cost of SUD is estimated to be \$6 billion.¹⁰ Not only is this disease costly to our state, but it has significant detrimental impact on children and families.

Parents and caregivers who suffer with SUD expose their children to adverse childhood experiences, thus increasing the probability that kids will suffer from the same chronic illness.¹¹ According to data in the Adoption and Foster Care Analysis and Reporting System (AFCARS), caregivers suffering from SUD is frequently reported as a reason for removal, particularly in combination with child neglect.¹² Nationally, for almost 31 percent of all children placed in

⁷ Georgetown 2018

⁸ 10.1377/hlthaff.2017.0331 Health Affairs, 36, No. 10 (2017): 1828–1837 ©2017 Project HOPE— The People-to-People Health Foundation, Inc. (Accessed 8/17/18).

⁹ National Institute of Drug Abuse, <https://www.drugabuse.gov/related-topics/trends-statistics#supplemental-references-for-economic-costs>

¹⁰ Dishion TJ, Patterson GR. 2006. The development and ecology of antisocial behavior in children and adolescents. In D Cicchetti, DD Cohen (Eds.), *Developmental psychopathology* (pp. 503-41). Somerset, NJ: Wiley.

¹¹ Choi, N. G., DiNitto, D.M., Marti, C.N. & Choi, B. Y., *Association of Adverse Childhood Experiences with Lifetime Mental and Substance Use Disorders Among Men and Women Aged 50+ Years*, *International Psychogeriatrics* 29(3), 359-372, doi: 10.1017/S1041610216001800

¹² Correia, M. (2013). Substance abuse data in child welfare. *Casey Practice Digest: Substance Use Disorders in Families With Young Children*. Casey Family Programs, Issue 5.

foster care in 2012, parental alcohol or drug use was the chief documented reason for removal. In Oregon, the situation is far worse. According to recent case reviews, nearly 75 percent of Oregon foster care placements involved parental substance use disorder.¹³ We must break the cycle of addiction passed through generations.

On the national stage, Governor Brown has led the charge on addiction and recovery policy. As the new Chair of the Health and Human Services Committee of the National Governors Association, Governor Brown has already utilized her powerful voice to drive policy in the proper direction.

In 2018 Governor Brown has taken a number of steps to position Oregon as a model state for addiction and recovery policy. On March 8, 2018, the Governor testified on Capitol Hill in front of the Senate Health, Education, Labor & Pensions (HELP) Committee regarding the Opioid Epidemic in Oregon. Governor Brown also led a discussion of executive leaders in British Columbia, Washington State and California regarding the Opioid Epidemic as part of the Pacific Coast Collaborative. Those discussions resulted in the signing of an important “Statement of Cooperation” outlining principles which those jurisdictions will adhere to in the sharing of information and crafting of substance use disorder policy.

In 2017 the Governor created the Opioid Epidemic Task Force as part of a statewide effort to combat opioid abuse and dependency. The Task Force consists of medical experts, drug treatment specialists, and government officials. Their mission is to identify and implement efforts to address the growing opioid misuse and abuse across the state. Among other things, the Task Force has prioritized reducing the number of narcotic pills in circulation, improving access to high quality treatment, facilitating data sharing and the promotion of cutting edge education efforts.

In January 2018 the Governor issued Executive Order 18-01, which declared substance abuse and addiction to be a public health crisis in Oregon and calling for the Alcohol and Drug Policy Commission (ADPC) to create a state plan around addiction, prevention, treatment, and recovery. Shortly thereafter she signed into law a related bill (HB 4137) requiring that the ADPC provide the legislature with recommendations for a strategic plan for addiction prevention and recovery.

¹³ Paul Bellatry study from Rosa 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatry, Paul

Childcare, preschool and schools

It is well-documented that benefits of universal high-quality prekindergarten and early childhood programs are especially beneficial for children from low-income families.¹⁴ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.¹⁵

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁶ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹⁷

Families in poverty have much less access to quality preschool or child care. Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.¹⁸ Oregon has several preschool programs that seek to get kids in poverty off to a strong start: Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education. However, currently these programs reach less than 30 percent of eligible children.

NOTE: Recent Accomplishments in early learning will be added in a paragraph here that is in process.

Child Welfare

NOTE: Background on Oregon's Child Welfare system will come from a separate Policy Agenda on Oregon's Child Welfare System that is in process.

The Governor's Strategies

ONE: Prioritize ending children's homelessness

TWO: Ensure Oregonians' access to health insurance coverage and increase overall health outcomes for children

THREE: Increase access to evidence-based mental health and addiction prevention, treatment and recovery services

¹⁴ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

¹⁵ Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

¹⁶ Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

¹⁷ ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.

¹⁸ None provided

FOUR: Increase quality, affordable child care

FIVE: Expand high-quality preschool for low-income children kids

SIX: Ensure every child has access to a quality education by lowering class sizes for grades K-3 and longer school years for all

SEVEN: Help parents get a better job to support their families

EIGHT: Finalize a comprehensive child welfare system based on positive human development and safely reduce the need for foster care and incarceration of youth offenders.

Strategy Overview

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We know the amount of time a child spends in poverty significantly predicts their circumstances later in life. In order to create opportunities so all kids can thrive we need to make deeper investments in early care and education, health supports, and housing for families.

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The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. There is a well-documented need to help provide families with young children safe, stable, better, and more affordable housing options. Housing stability is foundational: it enables families to best engage with children's enrichment, early learning, and other proven activities to help children succeed.

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million for Emergency Housing Assistance (EHA) and State Homeless Assistance Program (SHAP). OHCS is working with Oregon's Housing Stability Council and the Community Action Partnership of Oregon to incorporate national best practices and outcome-oriented approaches to build on the success of these resources, and to deliver the most impactful results for homeless individuals and families.

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- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

EIGHT: Finalize a comprehensive child welfare system based on positive human development and safely reduce the need for foster care and incarceration of youth offenders.

NOTE: Details of the child welfare plan are in process in a separate Policy Agenda and will be placed here.

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

This is Governor Brown's five-year plan for helping every family reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

From: [BLOSSER Nik * GOV](#)
To: [KORESKEI Debbie * GOV](#); [PAIR Chris * GOV](#)
Subject: FW: Draft Children's Agenda whitepaper
Date: Friday, August 31, 2018 1:29:24 PM
Attachments: [ChildrensAgenda_v3.1_083118.docx](#)

Debbie/Chris – FYI

Debbie: please stay focused on getting the Child Welfare paper and frame done with Rosa so we can translate to this. It wasn't at all ready and wasn't going to be by Sunday, so I just took it all out and put a note.

Thanks -- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Date: Friday, August 31, 2018 at 1:28 PM
To: BROWN Katherine * GOV <katherine.brown@oregon.gov>
Cc: Berri Leslie <Berri.Leslie@oregon.gov>
Subject: Draft Children's Agenda whitepaper

Governor – Attached is a draft of the Children's Agenda whitepaper that Berri would like to send to the full children's cabinet by Sunday evening in preparation for the Tuesday meeting. We would like you to review it and give her any final edits before this draft goes out for comment.

A few notes:

- You will see a few sections marked where info is still too come on the child welfare sections. Rosa is working on this but it will not be ready by Tuesday.
- The title and vision are in some ways the hardest part. This is my current take.

Happy to jump on a call at your convenience to discuss in the next two days.

Thanks – Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown

503-373-1565

Assistant: Jen Andrew

jennifer.j.andrew@oregon.gov

The Children's Agenda: Supporting Oregon's Disadvantaged Kids to Rise out of Poverty and Achieve Their Full Potential

Kate Brown, Governor
Berri Leslie, Deputy Chief of Staff and Coordinator, Governor's Children's Cabinet
Pooja Bhatt, Education Policy Advisor
Tina Edlund, Healthcare Policy Advisor
Rosa Klein, Human Services Policy Advisor
James LaBar, Housing Policy Advisor
Elana Pirtle-Guiney, Workforce Policy Advisor
Jeffrey Rhoades, Opioid Epidemic Policy Advisor

Vision

Support Oregon's kids and their families to rise out of poverty and achieve their full potential

Executive Summary

Children rely on successful adults and safe, stable environments to grow up to be successful adults themselves. Strong communities provide the supports both kids and their families need to be successful: family wage jobs, good schools, stable and affordable housing, quality childcare and accessible healthcare. The Governor envisions that all Oregonians have access to these building blocks for a successful life.

To accomplish this, we must focus on reducing poverty and supporting family stability. And the core of the strategy is using a two-generation, or "two-gen" approach that supports both vulnerable kids and their families. We must create a more resilient system that recognizes the precarious nature of kids and families in poverty: they are often one accident, health issue, job loss or large rent increase away from having a major disruption to their lives. And the system must recognize the disproportionate representation of communities of color living in poverty.

Moving people up to the middle class from poverty and providing hope to Oregon families is why Governor Brown convened her Children's Cabinet in 2017. The Cabinet is made up of leading experts in health, housing, human services, early learning and education from the public, private and non-profit sectors. Together, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and children who live in poverty. The Cabinet worked together to develop evidence-based solutions that will provide the biggest return on investment toward helping families build success.

The Governor's Children Cabinet strategy builds on existing programs to both: a) address root causes of family instability, and b) create a more resilient safety net that helps kids and families who face increased challenges.

The core components of how Oregon can empower families are:

1. Prioritize ending children's homelessness by providing greater housing stability for families with children
2. Ensure 100% of children have healthcare coverage
3. Integrated addiction, treatment and behavioral health programs for families
4. Increase quality, affordable child care so kids are safe while parents are working
5. Preschool for kids in poverty so they get to kindergarten ready to learn
6. Ensure every child has a quality education by lowering class sizes for K-3 and longer school years for all of Oregon's schools.
7. Help parents get a better job to support their families through training and apprenticeship programs for the jobs of the future
8. Finalize a comprehensive child welfare system based on positive human development and safely reduce the need for foster care and incarceration of youth offenders.

Background and recent accomplishments

In the United States today, poverty is inextricably linked to race and geography. Those three factors too often prove to be fortune tellers of a child's future. A defining feature of the American Dream is upward income mobility: the ideal that children have a higher standard of living than their parents. Unfortunately, American children's prospects of earning more than their parents have fallen from 90% to 50% over the past half century.¹ Governor Brown believes that by providing children and their families with the necessary building blocks, supports and incentives, we can restore this dream in Oregon. When we fail to provide these foundation components to families, we all pay in increased health care costs, higher crime, homelessness, and an overburdened foster care system. Despite the hard work, best intentions and costly interventions of many people to help children and families, we have failed to change the trajectory for many of these children, and this must change.

Families with children under five are twice as likely to experience poverty: families with children under five make up 16.5 percent of all families, but they make up 33.5 percent of families in poverty.² These numbers are even more disparate for children of color and those in rural areas. More than 25 percent of Oregon's African American population lives in poverty, compared with 11 percent of non-Hispanic white Oregonians. Geographically across Oregon, the percent of people below the poverty line ranges from 10 percent in Clackamas County to 25 percent in Malheur County. Most people in poverty live in urban areas, but a higher share of individuals in rural counties are poor.³

¹ <http://www.equality-of-opportunity.org>

² The best way to fix child poverty in the US is to give poor kids free money. (2016, August 19) Retrieved from <https://qz.com/761008/the-best-way-to-fix-child-poverty-in-the-us-is-to-give-poor-kids-free-money/>

³ The Poverty Agenda. Oregon Business Council. Fall 2017; Oregon Office of Economic Analysis

We already know that education, stable housing, jobs, living wages, food security, access to health care and affordable and safe child care are the building blocks for families to thrive. Research shows that quality early education creates benefits that last a lifetime. Many of these programs have two-generations of benefits, allowing the parent to build their career while offering the child the services they need to be successful. Investments made now will pay off in reduced social service and public safety costs along with increased productivity and a healthier workforce in the future.

Housing

One of the biggest drivers of increasing homelessness and housing instability in Oregon is the shortage of affordable rental units in the state, especially for the state's lowest-income residents. This shortage of affordable units has led to a high percentage of renters spending more than 50 percent of their incomes on rent, which is considered "severely housing cost burdened" and results in families having difficulty affording necessities such as food, clothing, transportation and medical care.⁴ Thirty-one percent of all renter household families in Oregon with children under five are spending more than half of their incomes on rent. For families earning less than 30 percent of Area Median Income, a staggering 84 percent of households are severely cost-burdened. This means that these families have little or no cushion for basic necessities, and as a result are just one minor financial emergency away from losing their homes.

The Oregon Department of Education estimates that 23,000 children in Oregon schools are experiencing homelessness in some form, including students doubled up with friends and family members. In some counties more than 10 percent of students are experiencing a form of homelessness.⁵ It is clear that children living in higher-quality housing have higher kindergarten readiness scores⁶.

Since entering office in 2015, Governor Brown has significantly accelerated state leadership in housing. Under Governor Brown's leadership, Oregon has over 7,800 new affordable homes under development in the OHCS pipeline, which is a record number. There has been a doubling of affordable homes in development since Governor Brown has been in office, and is largely due to recent increased state investments in the Local Innovation and Fast Track (LIFT) housing program, Mental Health Housing Program, and the Document Recording Fee/General Housing Account Program (GHAP).

Healthcare

⁴ National Low Income Housing Coalition, *The Gap: A Shortage of Affordable Homes*, (National Low Income Housing Coalition, 2018).

⁵ In the 2016-2017 school year 22,541 students in the state were homeless. The definition of homelessness used by the U.S. Department of Education includes individuals who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, among other considerations.

⁶ Coulton, C., Richter, F., Kim, S., Fischer, R., Cho, Y. (2016). Temporal effects of distressed housing on early childhood risk factors and kindergarten readiness. *Children and Youth Services Review*, 68, 59-72.

Thanks to the leadership of many, Oregon effectively has healthcare coverage for 100% of children in the state, with poor children covered by the Affordable Care Act's Medicaid expansion and the Children's Health Insurance Program (CHIP). Interestingly but not surprising, Medicaid coverage is a very effective antipoverty program. In a 2017 study of various social programs' impact on poverty, Medicaid accounted for a 3.8 percentage point reduction in the poverty rate overall, and an even greater reduction for people of color. This is comparable to the combined effect of all social insurance programs and greater than the effects of non-health benefits and refundable tax credits.⁷ The study showed that Medicaid coverage reduced poverty rates of Hispanics by 6.1 percentage points and African Americans by 4.9 percentage points.⁸

Oregon's experience with the development and implementation of coordinated care organizations who deliver Medicaid services demonstrates that it is possible to provide good health care access and improve population health, while also slowing the growth of health care spending. This innovative approach of state and federal governments setting clear and measurable outcome metrics while also allowing greater flexibility in funding streams allowed local communities to better coordinate services and achieve the "triple aim" of Oregon's nationally recognized health care model. In the future, the Children's Cabinet will explore applying this approach to the social and educational services for children and their families.

Addiction, treatment and behavioral health

The indiscriminate chronic disease of substance use disorder (SUD) continues to plague Oregon families from all backgrounds. Nationally, the abuse of tobacco, alcohol, and illicit drugs is estimated to be responsible annually for more than \$740 billion in costs related to crime, lost work productivity and health care.⁹ Here in Oregon, the annual cost of SUD is estimated to be \$6 billion.¹⁰ Not only is this disease costly to our state, but it has significant detrimental impact on children and families.

Parents and caregivers who suffer with SUD expose their children to adverse childhood experiences, thus increasing the probability that kids will suffer from the same chronic illness.¹¹ According to data in the Adoption and Foster Care Analysis and Reporting System (AFCARS), caregivers suffering from SUD is frequently reported as a reason for removal, particularly in combination with child neglect.¹² Nationally, for almost 31 percent of all children placed in

⁷ Georgetown 2018

⁸ 10.1377/hlthaff.2017.0331 Health Affairs, 36, No. 10 (2017): 1828–1837 ©2017 Project HOPE— The People-to-People Health Foundation, Inc. (Accessed 8/17/18).

⁹ National Institute of Drug Abuse, <https://www.drugabuse.gov/related-topics/trends-statistics#supplemental-references-for-economic-costs>

¹⁰ Dishion TJ, Patterson GR. 2006. The development and ecology of antisocial behavior in children and adolescents. In D Cicchetti, DD Cohen (Eds.), *Developmental psychopathology* (pp. 503-41). Somerset, NJ: Wiley.

¹¹ Choi, N. G., DiNitto, D.M., Marti, C.N. & Choi, B. Y., *Association of Adverse Childhood Experiences with Lifetime Mental and Substance Use Disorders Among Men and Women Aged 50+ Years*, *International Psychogeriatrics* 29(3), 359-372, doi: 10.1017/S1041610216001800

¹² Correia, M. (2013). Substance abuse data in child welfare. *Casey Practice Digest: Substance Use Disorders in Families With Young Children*. Casey Family Programs, Issue 5.

foster care in 2012, parental alcohol or drug use was the chief documented reason for removal. In Oregon, the situation is far worse. According to recent case reviews, nearly 75 percent of Oregon foster care placements involved parental substance use disorder.¹³ We must break the cycle of addiction passed through generations.

On the national stage, Governor Brown has led the charge on addiction and recovery policy. As the new Chair of the Health and Human Services Committee of the National Governors Association, Governor Brown has already utilized her powerful voice to drive policy in the proper direction.

In 2018 Governor Brown has taken a number of steps to position Oregon as a model state for addiction and recovery policy. On March 8, 2018, the Governor testified on Capitol Hill in front of the Senate Health, Education, Labor & Pensions (HELP) Committee regarding the Opioid Epidemic in Oregon. Governor Brown also led a discussion of executive leaders in British Columbia, Washington State and California regarding the Opioid Epidemic as part of the Pacific Coast Collaborative. Those discussions resulted in the signing of an important “Statement of Cooperation” outlining principles which those jurisdictions will adhere to in the sharing of information and crafting of substance use disorder policy.

In 2017 the Governor created the Opioid Epidemic Task Force as part of a statewide effort to combat opioid abuse and dependency. The Task Force consists of medical experts, drug treatment specialists, and government officials. Their mission is to identify and implement efforts to address the growing opioid misuse and abuse across the state. Among other things, the Task Force has prioritized reducing the number of narcotic pills in circulation, improving access to high quality treatment, facilitating data sharing and the promotion of cutting edge education efforts.

In January 2018 the Governor issued Executive Order 18-01, which declared substance abuse and addiction to be a public health crisis in Oregon and calling for the Alcohol and Drug Policy Commission (ADPC) to create a state plan around addiction, prevention, treatment, and recovery. Shortly thereafter she signed into law a related bill (HB 4137) requiring that the ADPC provide the legislature with recommendations for a strategic plan for addiction prevention and recovery.

¹³ Paul Bellatry study from Rosa 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse, Bellatry, Paul

Childcare, preschool and schools

It is well-documented that benefits of universal high-quality prekindergarten and early childhood programs are especially beneficial for children from low-income families.¹⁴ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.¹⁵

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁶ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹⁷

Families in poverty have much less access to quality preschool or child care. Between 2004 and 2014, prices for child care rose 25 percent faster than the incomes of households with young children.¹⁸ Oregon has several preschool programs that seek to get kids in poverty off to a strong start: Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education. However, currently these programs reach less than 30 percent of eligible children.

NOTE: Recent Accomplishments in early learning will be added in a paragraph here that is in process.

Child Welfare

NOTE: Background on Oregon's Child Welfare system will come from a separate Policy Agenda on Oregon's Child Welfare System that is in process.

The Governor's Strategies

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TWO: Ensure Oregonians' access to health insurance coverage and increase overall health outcomes for children

THREE: Increase access to evidence-based mental health and addiction prevention, treatment and recovery services

¹⁴ Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

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- Expand Registered Apprenticeship opportunities in high-growth, non-traditional occupations (manufacturing, information technology, health care and others).
- Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas.
- Support companies and workers in rural areas, communities of color and Oregon's nine tribes to increase the skills of individuals and fill in-demand jobs. Develop the core competencies needed across the health care industry for non-licensed, non-certified healthcare occupations and connect this training pathway to the broader healthcare career pathway, ensuring workers have on and off ramps as they continue to develop their skills.

EIGHT: Finalize a comprehensive child welfare system based on positive human development and safely reduce the need for foster care and incarceration of youth offenders.

NOTE: Details of the child welfare plan are in process in a separate Policy Agenda and will be placed here.

Governor Brown has spent her life fighting for children and families.

First, as an attorney for children and parents involved with the foster care system and as an advocate for women and children in the halls of the Capitol. Now, as Governor, she is fighting for children in Oregon's foster care system and for all our children as we work together to provide our families with opportunities to build brighter futures.

This is Governor Brown's five-year plan for helping every family reach for and work toward a more promising future for themselves and their children, and creating a more prosperous Oregon.

From: [KONDAYEN Kate * GOV](#)
To: [MOLLER Mary * GOV](#)
Cc: [RICE-WHITLOW Kristina * GOV](#); [PAIR Chris * GOV](#); [FISHER Nikki * GOV](#)
Subject: Fwd: OTC appointment?
Date: Friday, August 31, 2018 1:49:46 PM
Attachments: [image001.png](#)

Hi team, what can we give to Andrew?

Sent from my iPhone

Begin forwarded message:

From: Andrew Theen <atheen@oregonian.com>
Date: August 31, 2018 at 1:47:40 PM PDT
To: "Kate.KONDAYEN@oregon.gov" <Kate.KONDAYEN@oregon.gov>
Subject: OTC appointment?

Hey Kate,

I saw Julie Brown is the governor's appointee to the OTC, in addition to Mr. Simpson.

Whose spot would Julie take on the commission?

And do you have her application/a nominating form/some sort of bio to show her qualifications for the post?

Thanks!

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Andrew Theen
The Oregonian/OregonLive
Transportation & Commuting Reporter
503-294-4026 (desk)
541-913-0970 (cell)
atheen@oregonian.com
[@andrewtheen](#)





The Oregonian OREGONLIVE

OREGONIAN MEDIA GROUP

From: [SIEGEL Marc - ODE](#)
To: [MORAWSKI Lisa - CEDO](#); [KONDAYEN Kate * GOV](#)
Subject: Monday TV Visits In Eugene
Date: Friday, August 31, 2018 1:58:59 PM

Colt and I are stopping by KMTR/KVAL and KEZI on Monday afternoon to discuss his op-ed.

Other reporters such as Natalie Pate may use it as a springboard to write for next week.



OREGON
DEPARTMENT OF
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[Marc Siegel](#)

Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [MORAWSKI Lisa - CEDO](#)
To: [KONDAYEN Kate * GOV](#); [SIEGEL Marc - ODE](#)
Subject: RE: Monday TV Visits In Eugene
Date: Friday, August 31, 2018 2:01:46 PM

Great! It's running in the O on Sunday, right?

From: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Sent: Friday, August 31, 2018 1:59 PM
To: lisa.morawski@state.or.us; Kate Kondayen (kate.kondayen@oregon.gov)
<kate.kondayen@oregon.gov>
Subject: Monday TV Visits In Eugene

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OREGON
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Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: RE: Monday TV Visits In Eugene
Date: Friday, August 31, 2018 2:05:26 PM

Right, on Sunday.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: MORAWSKI Lisa - CEDO
Sent: Friday, August 31, 2018 2:02 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>; Kate Kondayen
(kate.kondayen@oregon.gov) <kate.kondayen@oregon.gov>
Subject: RE: Monday TV Visits In Eugene

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Sent: Friday, August 31, 2018 1:59 PM
To: lisa.morawski@state.or.us; Kate Kondayen (kate.kondayen@oregon.gov)
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Marc.siegel@state.or.us | www.oregon.gov/ode

From: [PAIR Chris * GOV](#)
To: [MOLLER Mary * GOV](#); [KONDAYEN Kate * GOV](#)
Cc: [RICE-WHITLOW Kristina * GOV](#); [FISHER Nikki * GOV](#); [FINN Brendan * GOV](#); [ISAAK Misha * GOV](#)
Subject: Re: OTC appointment?
Date: Friday, August 31, 2018 2:06:12 PM

Handing these over is fine. But, please ask him to make a public records request. Misha and I can close it out quickly.

From: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Date: Friday, August 31, 2018 at 1:57 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: RICE-WHITLOW Kristina * GOV <Kristina.RICE-WHITLOW@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, FINN Brendan * GOV <Brendan.FINN@oregon.gov>
Subject: RE: OTC appointment?

Hi Kate,
Attached is the info for Alando and Julie.

We are reappointing Alando. Julie is replacing Sean O'Holloren. Sean was appointed to the Port of Portland last May and asked us to replace him on OTC. He graciously staying on OTC until we found a replacement.

Thank you,
MM

Mary Moller
Executive Appointments and Constituent Services Director
Office of Governor Kate Brown
775 Court Street NE
Salem, OR 97301
(503) 400-5376 Cell

Mailing Address:
900 Court Street NE, Suite 254
Salem, OR 97301

ASSISTANT:
Kristina Rice-Whitlow
(503) 378-2317 Desk
Kristina.Rice-Whitlow@oregon.gov



From: KONDAYEN Kate * GOV

Sent: Friday, August 31, 2018 1:50 PM

To: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>

Cc: RICE-WHITLOW Kristina * GOV <Kristina.RICE-WHITLOW@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>

Subject: Fwd: OTC appointment?

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Sent from my iPhone

Begin forwarded message:

From: Andrew Theen <atheen@oregonian.com>

Date: August 31, 2018 at 1:47:40 PM PDT

To: "Kate.KONDAYEN@oregon.gov" <Kate.KONDAYEN@oregon.gov>

Subject: OTC appointment?

Hey Kate,

I saw Julie Brown is the governor's appointee to the OTC, in addition to Mr. Simpson.

Whose spot would Julie take on the commission?

And do you have her application/a nominating form/some sort of bio to show her qualifications for the post?

Thanks!

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The Oregonian/OregonLive
Transportation & Commuting Reporter
503-294-4026 (desk)
541-913-0970 (cell)
atheen@oregonian.com
@andrewtheen



From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [MOLLER Mary * GOV](#)
Cc: [RICE-WHITLOW Kristina * GOV](#); [FISHER Nikki * GOV](#); [FINN Brendan * GOV](#); [ISAAK Misha * GOV](#)
Subject: Re: OTC appointment?
Date: Friday, August 31, 2018 2:23:52 PM

So, to be clear, I can send Andrew back the following:

Hi Andrew,

Thanks for touching base. We are reappointing Alando Simpson, and Julie Brown is coming on in a seat left vacant by Sean O'Holloren. Sean was appointed to the Port of Portland's Board in May, and asked us to replace him on OTC. He has graciously stayed on OTC until we found a replacement.

Can you please put in a public records request for the other kinds of materials you requested? We will do our utmost to get them to you before your deadline—is it 5 PM today?

Best,
Kate

From: PAIR Chris * GOV <Chris.PAIR@oregon.gov>
Date: Friday, August 31, 2018 at 2:06 PM
To: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: RICE-WHITLOW Kristina * GOV <Kristina.RICE-WHITLOW@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, FINN Brendan * GOV <Brendan.FINN@oregon.gov>, ISAAK Misha * GOV <Misha.ISAAK@oregon.gov>
Subject: Re: OTC appointment?

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From: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Date: Friday, August 31, 2018 at 1:57 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: RICE-WHITLOW Kristina * GOV <Kristina.RICE-WHITLOW@oregon.gov>, PAIR Chris * GOV <Chris.PAIR@oregon.gov>, FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>, FINN Brendan * GOV <Brendan.FINN@oregon.gov>
Subject: RE: OTC appointment?

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Executive Appointments and Constituent Services Director
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900 Court Street NE, Suite 254
Salem, OR 97301

ASSISTANT:
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Kristina.Rice-Whitlow@oregon.gov



From: KONDAYEN Kate * GOV
Sent: Friday, August 31, 2018 1:50 PM
To: MOLLER Mary * GOV <Mary.MOLLER@oregon.gov>
Cc: RICE-WHITLOW Kristina * GOV <Kristina.RICE-WHITLOW@oregon.gov>; PAIR Chris * GOV <Chris.PAIR@oregon.gov>; FISHER Nikki * GOV <Nikki.FISHER@oregon.gov>
Subject: Fwd: OTC appointment?

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Sent from my iPhone

Begin forwarded message:

From: Andrew Theen <atheen@oregonian.com>
Date: August 31, 2018 at 1:47:40 PM PDT
To: "Kate.KONDAYEN@oregon.gov" <Kate.KONDAYEN@oregon.gov>
Subject: OTC appointment?

Hey Kate,

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Thanks!

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541-913-0970 (cell)
atheen@oregonian.com
@andrewtheen



From: [MORAWSKI Lisa - CEDO](#)
To: [HARTIGAN Endi](#); [KONDAYEN Kate * GOV](#); [HARTIGAN Endi](#); [SIEGEL Marc - ODE](#)
Subject: RE: Tuesday comms meeting
Date: Friday, August 31, 2018 2:24:55 PM

OK I think I'll cancel it and we can just talk individually throughout the week.

Have a great long weekend!

From: HARTIGAN Endi <Endi.Hartigan@state.or.us>
Sent: Friday, August 31, 2018 2:16 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; HARTIGAN Endi <Endi.Hartigan@state.or.us>; SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: RE: Tuesday comms meeting

I don't either. Meeting from 4-5.

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Friday, August 31, 2018 1:24 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>; HARTIGAN Endi <Endi.Hartigan@state.or.us>; SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Re: Tuesday comms meeting

I won't, sorry. In another meeting then children's cabinet.

From: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Date: Friday, August 31, 2018 at 1:22 PM
To: HARTIGAN Endi <Endi.Hartigan@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, SIEGEL Marc - ODE <marc.siegel@state.or.us>
Subject: Tuesday comms meeting

Hi all,

I saw that the Governor's office scheduled the editorial pitch meeting for the same time as our Tuesday check-in. Do you have availability between 3 and 5 on Tuesday?

Thanks,
lisa

Lisa Morawski
Public Affairs Director
Chief Education Office
503-510-5576
Education.oregon.gov

From: [SIEGEL Marc - ODE](#)
To: [MORAWSKI Lisa - CEDO](#); [KONDAYEN Kate * GOV](#)
Subject: FW: Op-ed From Oregon Department of Education
Date: Friday, August 31, 2018 3:23:16 PM

Final Version.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: SIEGEL Marc - ODE
Sent: Friday, August 31, 2018 10:50 AM
To: GILL Colt - ODE <colt.gill@ode.state.or.us>
Subject: FW: Op-ed From Oregon Department of Education

Here is the final. The highlighted section is the paragraph we asked to be re-inserted. The changes to this paragraph are we took out “effective” before “laws” and added “But we have more work ahead of us” to the end. They felt the word “effective” negated our argument and distracted the reader. I’m really comfortable with this.

Oregon schools welcome all students

By Colt Gill

Every child in Oregon’s schools should feel welcome, valued and safe. But we’re not there yet.

Forty seven percent of children in Oregon classrooms today have experienced adverse conditions during their early childhood. Some are hungry or neglected. Some have lived with severe drug and alcohol abuse in their homes. Some are witnessing or experiencing violence in their homes. And some don’t have homes at all.

These adverse experiences can have long-term effects on a child’s health and well-being. These experiences can affect a student’s education, their ability to focus in class, their interactions with peers, their level of anxiety and increase their impulsive behaviors. All these students need and deserve our help.

Oregon already has laws that help school staff identify and address instances of bullying, harassment, and cyber-bullying. Oregon also has a School Safety Task Force that has implemented programs like SafeOregon.com, an anonymous tip line created for students, parents, community members, school staff and law enforcement officers to act on safety threats. But we have more work ahead of us.

We must also embrace Oregon’s changing communities. Our students look different and have different backgrounds than in my time as a student in the 1970s and 1980s. More than one-third of our students are people of color. More than half are economically disadvantaged. Fifteen percent are students with disabilities. About 9 percent identify as gay or lesbian and 18 percent spoke another language before English.

The growing diversity of Oregon's student population is an asset for our schools and the future of the state. Today's students bring a diverse history and culture that is a new resource to embrace and celebrate. A well-educated, diverse, multilingual citizenry and workforce can be a catalyst for the future success of our state. However, for this vision to be a reality tomorrow, we must provide safe, equitable schools for our students today.

Oregonians care about the well-being of one another. If any student is excluded, marginalized, bullied or harassed we all care. We all seek a solution.

That's why, at Gov. Kate Brown's urging, the Oregon Department of Education formed the [Advisory Committee on Safe and Effective Schools for All Students](#) last spring. After engaging in more than 1,000 collective working hours, this dedicated and diverse group of students, parents, educators, lawmakers and advocates created several policy recommendations that I'm eager to share with you as our children head back to school.

These recommendations include:

- Using equity tools that help local and state education decision-makers recognize hidden bias and understand how well-meaning rules, policies and practices may hurt some students.
- Developing formal systems for students and their concerns and ideas to be heard by education decision-makers, including a network of regional student councils and statewide school-climate surveys.
- Collecting better data to identify which students are being impacted by school policies and practices and how they're affected.
- Focusing on placing physical and mental health services and other supports into schools.
- Applying evidence-based systems to support students who are transitioning between schools and programs.
- Implementing early identification and intervention systems to help students before they face significant problems.
- Using professional learning, guidance and standards to choose prevention programs focused on culturally responsive practices, restorative justice, trauma-informed practices, de-escalation skills, bullying/harassment prevention, suicide prevention and related efforts.

Over the coming months, I will collaborate with others to act on the committee's recommendations in several ways.

The Oregon Department of Education will support and celebrate schools as they implement equitable practices to proactively support *all* students. The State Board of Education will prioritize policies that focus on equity and prevention practices that positively influence student outcomes. Gov. Brown and I will champion legislation and investment strategies that promote student safety and student voice.

As Oregonians we can work together this year to better create the kind of welcoming and inclusive schools where *all* our children can thrive – The kind of schools where our children feel valued for who they are, where they are embraced by a community of caring peers and adults, where they feel safe to engage in learning and follow their passions into the work place or continued learning after graduation.

Let's make this a school year in which we focus on our ethical and moral obligation to our children and rethink what needs to change to provide welcoming and safe school environments where *every*

child feels valued, unburdened by discrimination, and fully supported in their learning.

Colt Gill is director of the Oregon Department of Education.

From: [CALDERON Miriam - ELD](#)
To: [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Subject: Fwd: Questions
Date: Friday, August 31, 2018 3:37:05 PM

FYI

Get [Outlook for iOS](#)

From: Wilson Doug <doug.wilson@state.or.us>
Sent: Friday, August 31, 2018 3:35 PM
To: TATE Ben - ELD; CALDERON Miriam - ELD; MANDELL David P - ELD
Cc: PEARSON Lisa * DAS (Lisa.PEARSON@oregon.gov)
Subject: Questions

I am trying to get questions to you as soon as I can. I may not finish tonight but will come in tomorrow morning to finish. Why I don't like to ask folks to work on the weekend, at a minimum I would look at the questions, think about them and start to frame how you may want to respond on Tuesday. There is a lot of work to do for this to be ready for prime time.

*Doug Wilson
Legislative Fiscal Office
H-178 Capitol
900 Court St. NE
Salem OR 97302
503-986-1837
doug.wilson@state.or.us*

From: [KONDAYEN Kate * GOV](#)
To: [PAIR Chris * GOV](#); [CAPPS Lindsey D * GOV](#); [BHATT Pooja * GOV](#)
Cc: [MORAWSKI Lisa - CEDO](#)
Subject: FW: Op-ed From Oregon Department of Education
Date: Friday, August 31, 2018 3:41:40 PM

Hi team, please see below the education opinion piece that will run this weekend in the Oregonian, presumably beside a piece from Helen Jung on the education agenda.

Best,
Kate

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 31, 2018 at 3:23 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Op-ed From Oregon Department of Education

[Final Version.](#)



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Communications Director
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From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Op-ed From Oregon Department of Education
Date: Friday, August 31, 2018 3:43:50 PM

Thanks!

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 31, 2018 at 3:23 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Op-ed From Oregon Department of Education

Final Version.



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We must also embrace Oregon's changing communities. Our students look different and have different backgrounds than in my time as a student in the 1970s and 1980s. More than one-third of our students are people of color. More than half are economically disadvantaged. Fifteen percent are students with disabilities. About 9 percent identify as gay or lesbian and 18 percent spoke another language before English.

The growing diversity of Oregon's student population is an asset for our schools and the future of the state. Today's students bring a diverse history and culture that is a new resource to embrace and celebrate. A well-educated, diverse, multilingual citizenry and workforce can be a catalyst for the future success of our state. However, for this vision to be a reality tomorrow, we must provide safe, equitable schools for our students today.

Oregonians care about the well-being of one another. If any student is excluded, marginalized, bullied or harassed we all care. We all seek a solution.

That's why, at Gov. Kate Brown's urging, the Oregon Department of Education formed the [Advisory Committee on Safe and Effective Schools for All Students](#) last spring. After engaging in more than 1,000 collective working hours, this dedicated and diverse group of students, parents, educators, lawmakers and advocates created several policy recommendations that I'm eager to share with you as our children head back to school.

These recommendations include:

- Using equity tools that help local and state education decision-makers recognize hidden bias and understand how well-meaning rules, policies and practices may hurt some students.
- Developing formal systems for students and their concerns and ideas to be heard by education decision-makers, including a network of regional student councils and statewide school-climate surveys.
- Collecting better data to identify which students are being impacted by school policies and practices and how they're affected.
- Focusing on placing physical and mental health services and other supports into schools.
- Applying evidence-based systems to support students who are transitioning between schools and programs.
- Implementing early identification and intervention systems to help students before they face significant problems.
- Using professional learning, guidance and standards to choose prevention programs focused on culturally responsive practices, restorative justice, trauma-informed practices, de-escalation skills, bullying/harassment prevention, suicide prevention and related efforts.

Over the coming months, I will collaborate with others to act on the committee's recommendations in several ways.

The Oregon Department of Education will support and celebrate schools as they implement equitable practices to proactively support *all* students. The State Board of Education will prioritize policies that focus on equity and prevention practices that positively influence student outcomes.

Gov. Brown and I will champion legislation and investment strategies that promote student safety and student voice.

As Oregonians we can work together this year to better create the kind of welcoming and inclusive schools where *all* our children can thrive – The kind of schools where our children feel valued for who they are, where they are embraced by a community of caring peers and adults, where they feel safe to engage in learning and follow their passions into the work place or continued learning after graduation.

Let's make this a school year in which we focus on our ethical and moral obligation to our children and rethink what needs to change to provide welcoming and safe school environments where *every* child feels valued, unburdened by discrimination, and fully supported in their learning.

Colt Gill is director of the Oregon Department of Education.

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Monday TV Visits In Eugene
Date: Friday, August 31, 2018 3:43:50 PM

Monday afternoon, on Labor Day?

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 31, 2018 at 2:05 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: RE: Monday TV Visits In Eugene

Right, on Sunday.



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: MORAWSKI Lisa - CEDO
Sent: Friday, August 31, 2018 2:02 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>; Kate Kondayen (kate.kondayen@oregon.gov) <kate.kondayen@oregon.gov>
Subject: RE: Monday TV Visits In Eugene

Great! It's running in the O on Sunday, right?

From: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>
Sent: Friday, August 31, 2018 1:59 PM
To: lisa.morawski@state.or.us; Kate Kondayen (kate.kondayen@oregon.gov) <kate.kondayen@oregon.gov>
Subject: Monday TV Visits In Eugene

Colt and I are stopping by KMTR/KVAL and KEZI on Monday afternoon to discuss his op-ed.

Other reporters such as Natalie Pate may use it as a springboard to write for next week.



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: [LESLIE Berri * GOV](#)
To: twyatt@kc-education.com
Cc: [Yalow, Elanna](#); [Sims, Celia](#); [BLOSSER Nik * GOV](#)
Subject: Friday Phone Call Follow-Up
Date: Friday, August 31, 2018 3:44:11 PM
Attachments: [ODEDHSChildCareLimit.pdf](#)
[Preschool outline v5 82718.pdf](#)

Tom, Elanna, Celia,

Thank you again for your time this morning. I was pleased to hear your reactions to our work-to-date as it sounds like the solutions we're working hard on are in line with the need you see as your company provides direct care and education for thousands of children and families.

I promised to send the letter requesting the distribution of new federal funds with the details about how Oregon intends to distribute the dollars. This request will be before the legislature in September. I'm also sending the draft preschool policy which might help you give us your best thinking about the average cost per student of preschool.

I'd love to talk again once you have a chance to review and would value any advice you can share. Sheryl does all my scheduling and her contact info appears below.

Thanks!

Berri Leslie
Deputy Chief of Staff
Office of Governor Kate Brown
Berri.Leslie@oregon.gov

For scheduling please contact my assistant:
Sheril Arroyo
503-373-1686
Sheril.Arroyo@oregon.gov



Oregon
Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

August 31, 2018

The Honorable Senator Peter Courtney, President of the Senate
The Honorable Representative Tina Kotek, Speaker of the House
State Emergency Board
900 Court Street NE
H-178 State Capitol
Salem, OR 97301-4048

Dear Co-Chairpersons:

Nature of Request

The Oregon Department of Education (ODE), through its Early Learning Division (ELD) and the Department of Human Services (DHS) respectfully request increases to their respective agency budget limitations due to additional funding allocated by the U.S. Department of Health and Human Service for the Child Care Development Block Grant (CCDBG).

On February 9, 2018, Congress passed and the President signed a two-year federal budget, which included an additional \$5.8 billion in discretionary funding for the Child Care and Development Block Grant (CCDBG). This represents the single largest increase in federal child care funding since the enactment of CCDBG, increasing discretionary funding for CCDBG from \$2.9 billion in FY 2017 to \$5.8 billion in FY 2018.

Oregon's share of these new federal funds is \$25,600,808 for FY 2018 and FY 2019. The federal award letter, received first on May 1, 2018 indicates that FY 2018 Federal Funds must be obligated by September 30, 2019 and liquidated by September 30, 2020.

The plan put forth by ELD and DHS proposes to use 64% of the funding to better support low-income families' (with a particular focus on families with infants and toddlers) access to quality and affordable child care; and 26% of the funds to be used to directly support child care providers by increasing their access to professional learning opportunities and covering provider costs associated with the new federal requirements. The remaining 10% of the funds would be used to address child care safety by enhancing the Office of Child Care's ability to have a more consistent presence in child care facilities for monitoring and technical assistance. These activities are in accordance with federal requirements and guidance for use of new funds, and aligned with the guidance received from key stakeholders on the strategic use of these additional dollars for Oregon's child care system.

To inform the development of this plan, ELD and DHS co-convened a workgroup comprised of advocates and legislators, including Representative John Lively (House Early Childhood and Family Support Committee). Over the summer, a subcommittee of the Governor's Children's Cabinet also met, focusing on changes to the child care system that could improve access to services for families and providers with these additional resources.

The groups identified priorities related to addressing the shortage of infant and toddler care, assisting providers in covering costs associated with new federal health and safety regulations, expanding access to community-based training and technical assistance for the child care workforce, and ensuring low-income families can access and afford high-quality child care that meets their needs. In addition, they supported recommendations to improve ELD Capacity in order to strengthen the licensing program, including by decreasing licensure caseloads.

To effectively move forward in carrying out the priorities established by the Governor's Children's Cabinet, both ODE and DHS require increases to their respective budgetary limitation for use of these federal resources. The requested limitation is to allow the agencies to begin using these funds for the identified priorities.

- ODE ELD request an increase of \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).
- DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Agency Action

Oregon Department of Education – Early Learning Division

The Oregon Department of Education, through its Early Learning Division, requires an additional \$21,997,901 in Federal Funds limitation and 7.20 FTE (24 limited duration positions) to accomplish the following:

For Families - address the crisis in the supply of quality infant toddler care: A recent analysis showed all but one county in Oregon has a sufficient supply (regulated, recorded, and license-exempt) of infant and toddler care. ELD requests \$3,497,434 in Federal Funds limitation and .99 FTE (3 limited duration positions) to expand activities that build the supply of quality child care in targeted communities. These activities, which include professional development and financial supports, follow under the Office of Child Care responsibilities for administering the federal CCDF funds under ORS 329A.010(2)(a) and the federal guidelines for administering the CCDF funds. The Office of Child Care will work in collaboration with DHS to ensure that supply of infant and toddler care supported through these efforts serves families receiving ERDC.

For Providers - enhance direct supports for caregivers to support high-quality care: Since 2017, the Child Care Resource and Referral System (professional learning and support system for early childhood educators) has lost 70% of Quality Improvement Specialists, who are responsible for delivering training and technical assistance to child care providers. This

change coincided with new federal mandates for increased health and safety practices, including requiring providers to participate in additional training. ELD requests \$5,675,610 in Federal Funds limitation and 0.33 FTE (1 limited duration position) to make resources available to providers to help subsidize their costs associated with meeting new licensing regulations (e.g., background checks, training, equipment), and increase investments in the Child Care Resource and Referral System.

For Children's Safety in Care – build the capacity of the state's child care licensing program. National standards for licensor caseloads are 1:50; Yet, Oregon's licensor caseloads average 1:138. Additionally, more staff are needed in the legal and compliance unit to implement new child care safety directives. ELD requests \$2,140,381 in Federal Funds limitation to increase staffing by 5.88 FTE (20 limited duration positions) in the Office of Child Care (OCC) resulting in licensing caseloads that are closer to industry standards at 1:108, and additional staff in the legal and compliance unit. This will strengthen and improve the consistency of monitoring and enforcement practices, better support providers to successfully meet licensing requirements, and ultimately ensure the health and safety of children in care.

Oregon Department of Human Services

For Families: With Federal Funds transferred from ODE, DHS is requesting an increase in Other Funds limitation of \$10,684,476. As mentioned above, DHS has been working for the past several months with a subcommittee of the Governor's Children's Cabinet and a separate, but overlapping stakeholder group to collaboratively construct recommendations for the use of the additional funds. Recommendations are not yet available from these groups, but DHS anticipates being able to present the options in person during legislative hearings considering this request.

Based on the discussions with the stakeholder groups, DHS action will center the additional funding around DHS Child Care Program enhancements that improve access to child care for parents and providers that do not result in DHS system changes.

Some of the initiatives being considered include:

- Demonstration projects to test concepts and viability of taking them to scale:
 - Rate increases
 - Reduced co-pays
- Payment of child care registration fees:
 - Low-income families cannot always afford the registration center fees. Paying the fees can give more opportunities for low income families to access quality child care.

- Contracts for multiple provider types, dedicated ERDC slots (non-duplicative with Baby Promise):
 - Similar to the current Head Start contracts, with a broader base focused on school aged children. A specified number of slots would be available for children receiving assistance.

Action Requested

Oregon Department of Education

ODE ELD request an increase in \$21,997,901 in Federal Funds limitation and the establishment of 24 limited duration position (7.20 FTE).

Oregon Department of Human Services

DHS requests an increase of \$10,684,476 in Other Funds limitation to expend additional direct services CCDBG funds received through ODE.

Legislation Affected

Oregon Department of Education:
Section 4(1) Chapter 590, Oregon Laws (2017)
Section 5(1) Chapter 590, Oregon Laws (2017)

Oregon Department of Human Services Section 2(2) Chapter 597, Oregon Laws (2017)

CCDBG funds represent a substantial share of all available funds in our state to address critical priorities related to the supply, quality, and regulation of child care. Thank you for your consideration of this request and for your continued commitment to young children and families in Oregon.

Sincerely,



Colt Gill
Deputy Superintendent of
Public Instruction



Miriam Calderon
Early Learning System
Director

Franz Pabst

Fariborz Pakseresht
Department of Human
Services Director

Confidential Discussion Draft, Not for Distribution

PROPOSED QUALITY PRESCHOOL POLICY

Updated: 8/25/2018

Policy Goal

By 2025, all 3- and 4-year-old children in low-income families and with developmental disabilities will have access to high-quality preschool with a focus on children and families furthest from opportunities, including children of color and children in rural geographies.

Outcomes of Policy Implementation

The opportunity gap begins at birth, and lack of access to high-quality early care and education is correlated with socioeconomic status and race. The expansion of existing state preschool programs (i.e., Early Childhood Special Education, Oregon Prekindergarten, and Preschool Promise) to reach target populations is a policy based in equity, intended to increase access to high-quality early care and education and ensure more children in Oregon enter kindergarten with the tools to succeed.

We can expect that children who have completed a high-quality preschool program:

- Live in families with decreased economic and parenting-related stress
- Begin school ready to succeed and to be proficient in key skills in 3rd grade
- Require less special education services
- For Dual language learners, develop language and literacy skills in their home language and English
- Complete each grade level successfully and graduate from high school
- Earn higher wages upon entry into the workforce

2019-21 Biennium

In 2019-21, we will:

- **Invest in improving the alignment of Oregon's three state preschool programs**, as defined by the elements in the following matrix – including ensuring strong culturally-responsive services, partnerships between preschool programs and local organizations, and a greater amount of school-day OPK (*1/3 of classrooms will be converted to duration*)
- **Expand access to all state preschool programs** to reach the entire target population across three biennia. In the next two years, we will reach at least 1/3 of the 30,000 3- and 4-year olds who are eligible for, but do not receive, high-quality preschool, as well as reach adequate service levels for children in Early Childhood Special Education (ECSE). This increase in access will be achieved by providing additional funding statewide for OPK, Preschool Promise, and ECSE services and infrastructure

To implement this expansion, Early Learning Hubs will develop master plans with local partners for preschool expansion, working to identify assets in their communities, coordinate enrollment and ensure access to priority populations first.

The state will fund programs to meet the quality standards included in the matrix below, build its infrastructure to ensure preschool is of sufficient quality to improve child outcomes, including improving upon professional learning supports and state agency capacity to expand preschool.

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Elements of Oregon's High-Quality Preschool Programs

The following matrix indicates the elements of quality preschool policy and implementation. The goal is to support an aligned preschool system that meets the following standards, which are based on existing standards across existing preschool programs, which are based on research regarding preschool program evaluation and the science of brain development:

Category	Quality Standards/Processes	Notes and Probing Questions
Expansion and Priority Populations		
<i>Expansion Planning</i>	<p>Hubs will work with local partners with expertise in serving young children from priority populations and their families (e.g., Local Education Agencies, Child Care Resource and Referral Agencies, CCOs, Public Health partners) to create plans to inform expansion of preschool within their regions.</p> <p>This planning process will give communities a year to plan for expansion and include:</p> <ul style="list-style-type: none"> • using data to identify other specific populations within the priority populations of children/families (e.g., age priority, dual language learners, children experiencing toxic stress/trauma) and • identification of provider organizations to create a mixed-delivery system (e.g., public, private or nonprofit orgs/providers, or partnerships between) to apply for funding for preschool expansion slots to ELD • identification of capacity strengths and barriers within communities, such as program readiness, facilities, workforce <p>ELD will seek additional feedback from tribal nations to design government to government relationship for expansion planning within nine federally recognized tribes</p>	<p>Policy Option Package (POP): Add data and coordination capacity to Hubs, fund a regional planning process that is coordinated with local partners (e.g., CCOs, Public Health Depts, Head Start, Child Care Resource & Referral Networks); POP also contains a modest amount of resources for minor facilities improvements and start-up costs</p> <p>Facilities have emerged as a major concern for multiple stakeholders – K-12, Hubs, CCR&Rs. How do we address this or talk about this when we are discussing preschool policy? Policy suggestions have included community match/bonds</p>
<i>Child and Family Eligibility/Selection Priority</i>	<p>The preschool system will serve children based on income, category, and geography. Eligible children are defined as follows:</p> <ul style="list-style-type: none"> • Children living in families at or below 200% of Federal Poverty Level; • children w/ developmental delays and disabilities; • categorically eligible children aligned to Head Start: foster care, homeless children, children receiving SSI; 	<p>Individual programs will maintain current eligibility criteria, with support to blend and layer funding to serve children in integrated classrooms:</p> <ul style="list-style-type: none"> • OPK will continue serving children up to 130%, as well as categorically eligible populations (e.g., families in TANF, children with disabilities, children receiving SSI) • Preschool Promise will continue to serve children up to 200% and children with developmental delays and disabilities

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Category	Quality Standards/Processes	Notes and Probing Questions
	<p>Communities will have the flexibility serve children based on other factors, such as:</p> <ul style="list-style-type: none"> low-income dual language learners low-income children experiencing toxic stress/trauma children of color in low-income families non-income eligible children that reside within areas of concentrated poverty (e.g., zip codes where the majority of families live in or near the poverty line, a catchment area that meets the Title I “whole school” definition) 	<ul style="list-style-type: none"> ECSE will maintain current eligibility thresholds Title I “whole school” definition: areas with 40% or more children meeting income eligibility thresholds within the same school catchment areas used for Title I can utilize funding to serve all children)
Provider Quality		
<i>Provider Eligibility</i>	<p>Mixed-delivery: public, non-profit, private organizations/providers, or partnerships among these entities that demonstrate an ability to provide a high-quality preschool program, including child care centers, family child care, community-based organizations, and public schools</p> <p>Set-aside fund for providers serving children from Oregon’s federally-recognized tribes</p> <p>Baseline for eligibility is participation in Spark including through alternative pathway</p>	<p>POP: <i>Resources for Spark to finance a system of standards that builds program quality to meet preschool standards</i></p> <p>Working on a pathway for public schools to meet the intent of licensing standards through an alternative approach to identifying standards</p> <p>Programs will need support to be ready to implement high-quality programs through technical assistance, which requires resources for Spark</p>
<i>Ratio and Class Size</i>	<p>Maximum 1:10 teacher-child ratio, with maximum class size of 20; encourage class sizes of 18 or below</p> <p>Programs may apply for an exception</p> <p>Allow for differentiated ratio to be responsive to needs of children with Individual Family Services Plans (IFSP), including encouraging blending funding for ECSE to support additional staff</p>	<p>Important to note the disparity between this quality standard and the fact that there are no ratio requirements for kindergarten?</p>
<i>Dosage</i>	<p>School-day (6 hours, 5 days/week), School-year (9-10 months) at least 900 hours annually</p> <p>Aligns to OPK/Head Start requirement when possible (1020 instructional hours annually)</p> <p>P-3 Alignment: Aligns to school year and school day in districts offering 5 days/week</p> <p>Programs may apply for an exception</p>	<p>Need to address adequate staffing/staffing availability in all regions;</p> <p>Conversion to school-day for OPK and for some schools creates facilities challenges; hours challenges – federal definition of school-day/school-year is 1020 hours</p>
High-quality Educators		

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Category	Quality Standards/Processes	Notes and Probing Questions
<i>Qualified Teachers</i>	<p>Lead classroom teachers with/working towards a BA in early childhood or equivalent;</p> <p>Assistant teachers with/working towards an AA in early childhood or equivalent;</p> <p>Individualized Professional Learning Plans for all staff;</p> <p>Incentives and support for bilingual teachers</p> <p>P-3 Alignment: similar qualifications as Districts, similar goal around diverse workforce</p>	<p>POP: HECC Policy Option Package -resources for capacity to offer programs designed for current educators for 2- and 4-year colleges and scholarships for current early childhood educators</p> <p>Connection to Educator Advancement Council goals around diverse, qualified workforce</p>
<i>Compensation</i>	<p>Parity with K-12 Educators for all preschool educators in the aligned system</p> <p>P-3 Alignment: Follow collective bargaining agreement of District, including salary schedules</p>	<p>Oregon Prekindergarten/Head Start does not currently require salary parity; Oregon Head Start Association has made this one of its top legislative priorities</p> <p>Preschool Promise has this requirement, but had to issue numerous waivers for teacher compensation;</p> <p>ECSE educators' salaries align to district salary scales</p>
<i>Knowledgeable Leaders</i>	<p>Instructional leaders (e.g., principals, child care directors) participate in shared, ongoing professional learning and technical assistance to support knowledge of best practice in early childhood</p> <p>P-3 Alignment: Builds on K-12 strategies for principal professional learning</p>	<p>POP: Additional funding for KPI to establish more robust shared professional development and recognition of best practice in PK/K to be funded through EAC</p>
<i>Professional Learning</i>	<p>Job-embedded professional learning (e.g., coaching) for every teacher in Preschool Promise, OPK, and ECSE educators where there is blended funding;</p> <p>Ongoing professional learning that supports early learning educators in obtaining their BA or AA degrees;</p> <p>professional learning that supports educators to increase culturally-responsive practices</p> <p>P-3 Alignment: Connected to EAC regional networks for professional learning; connects early learning and K-12 PL supports</p>	<p>POP: Preschool POP includes enhanced funding for professional learning supports, as well as establishing job-embedded coaching</p> <p>Design and implement coaching for Preschool Promise and OPK programs – are there necessary enhancements to this support for Early Childhood Special Education?</p> <p>How can additional funding enhance existing supports, e.g., Districts and Head Starts that may already employ coaches</p>
<i>Supporting All Children to Learn and Develop</i>		

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Category	Quality Standards/Processes	Notes and Probing Questions
<i>Curriculum and Assessment</i>	<p>Curriculum aligned to the OR Early Learning Standards</p> <p>Formative assessment that is utilized to inform instruction</p> <p>Curriculum and assessment practices are culturally-responsive</p> <p>Curriculum supports children's development of a positive racial identity</p> <p>P-3 Alignment: Select and implement similar formative assessment and curriculum practices tied to aligned standards</p>	<p>POPs: Additional funding in Spark POP to support programs to begin to meet this expectation, additional funding in Preschool POP to support this work through coaching</p> <p>Coaching system will support programs in meeting this standard (in ELD POP referenced above)</p> <p>Partner with culturally-specific organizations to support training of educators</p> <p>State adoption of anti-bias standards and related educator competencies</p>
<i>Language Support for Children</i>	<p>All programs support dual language learners (DLLs) to maintain and develop their home/native language, recognizing the cognitive and social/emotional benefits of learning multiple languages, and goals of native language preservation</p> <p>Programs implement research-based instructional practices appropriate to their dual language learner population, support families to develop the home/native language, and provide educators with professional learning focused on best practices with DLLs</p> <p>Programs forge community partnerships and identify resources to ensure families and children have options to maintain and develop home/native language;</p> <p>P-3 alignment: Ensure continuity and alignment pre-k through 3rd grade – instructional models, K transitions, appropriate assessment at K entry, and family engagement practices</p>	<p>POP: Fund to support culturally-specific services and practices across the state</p> <p>How to ensure appropriate assessment approaches and measures for young DLLs, beginning with OKA (research is clear that DLLs must be assessed in home/native language and English)</p> <p>How to ensure LEAs and preschool providers develop and implemented aligned language and literacy approaches pre-k thru early grades, including shared, explicit goals for home/native language and English language development (aligned to standards)?</p>
<i>Inclusion</i>	<p>Ensure that children with developmental delays/disabilities in ECSE or special education services are provided in the classroom when appropriate</p> <p>Begin promoting the aligning and leveraging of all preschool funding, including ECSE funding to support services required in IFSP for children in Preschool Promise and OPK, including working with a select number of schools or ESDs to establish demonstration sites for best practice</p> <p>Policies to prevent suspension and expulsion</p> <p>P-3 Alignment: Alignment of policies dealing with exclusion around development delays and disabilities</p>	<p>POP: ODE POP to get to adequate service levels for EI/ECSE</p> <p>Examples of potential practices to promote: additional staff funded with ECSE dollars to lower ratios in inclusive classrooms; Preschool Promise programs requiring ECSE qualifications in classrooms with a large proportion of identified children</p>

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Category	Quality Standards/Processes	Notes and Probing Questions
<i>Transitions to K</i>	<p>All preschool programs support transitions to kindergarten for children and families through transition plans</p> <p>Hubs connect preschool providers to best practice in transitions through KPI</p> <p>P-3 Alignment: Preschool programs and K-12 systems required to complete joint transition plans</p>	<p>POP: Expand PK/K Centers of Excellence to recognize best practice in P-3 alignment, would include transitions</p> <p>KPI supports K transitions, with broader support for preschool, more KPI money can go toward explicitly transition-related supports</p> <p>Lack of data systems make it difficult for sharing of information across systems and grades – e.g., screening and assessment data, previous experience of child</p>
<i>Family Support and Engagement</i>	<p>Early Learning hubs will engage families in the development of regional master plans, including to identify priorities and needs around family engagement and supports</p> <p>Connect enrolled families to comprehensive services; required family engagement/involvement that is culturally-responsive for target populations</p> <p>Transportation provided for families where necessary</p> <p>P-3 Alignment: Ways to align family support between PK/K-3 – set similar expectations; provide expanded support for K-12 enhanced family engagement opportunities, provide similar infrastructure supports, e.g., transportation, staffing</p>	<p>POP: Family Supports POP, which includes culturally-responsive parenting education and home visiting, builds upon early care and education and health sector supports that can support the goals of family engagement in preschool</p> <p>Hubs can play a role in connecting programs with the services their families need</p> <p>OPK will continue to provide comprehensive services consistent with Head Start Performance Standards</p> <p>Impact of home visits and added family support that is needed for preschool on collective bargaining agreements?</p>
Contracting and Accountability		
<i>Quality Assurance, Evaluation, and Accountability</i>	<p>Provide ELD capacity to monitor the quality of preschool programs, for accountability and to support continuous quality improvement</p>	<p>POP: Create capacity to support monitoring in ELD for OPK and Preschool Promise</p>
<i>Funding Mechanism</i>	<p>Ensure that contracting mechanism gives state a direct relationship with providers to ensure accountability and improvement</p> <p>Ensure contracting mechanism supports both local decision-making responsive to specific needs for families and all providers in a mixed-delivery system</p> <p>Possibly utilize different contracting methods by provider type</p>	<p>OPK to continue funding directly to programs that meet OPK criteria</p> <p>ECSE to continue funding through existing mechanisms which is primarily through ESDs</p> <p>Preschool Promise funds currently flow through EL hubs. Should this change to follow a process similar to OPK (ELD funds preschool providers directly)?</p>

From: [SIEGEL Marc - ODE](#)
To: [KONDAYEN Kate * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: RE: Monday TV Visits In Eugene
Date: Friday, August 31, 2018 3:46:54 PM

Yes, on Labor Day. We reserved a two hour window in Colt's schedule on the off-chance my pitch calls worked.



Oregon achieves . . . together!

Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Friday, August 31, 2018 3:44 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: Re: Monday TV Visits In Eugene

Monday afternoon, on Labor Day?

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Date: Friday, August 31, 2018 at 2:05 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: RE: Monday TV Visits In Eugene

Right, on Sunday.



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From: MORAWSKI Lisa - CEDO
Sent: Friday, August 31, 2018 2:02 PM
To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>; Kate Kondayen <kate.kondayen@oregon.gov> <kate.kondayen@oregon.gov>
Subject: RE: Monday TV Visits In Eugene

Great! It's running in the O on Sunday, right?

From: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>

Sent: Friday, August 31, 2018 1:59 PM

To: lisa.morawski@state.or.us; Kate Kondayen (kate.kondayen@oregon.gov)
<kate.kondayen@oregon.gov>

Subject: Monday TV Visits In Eugene

Colt and I are stopping by KMTR/KVAL and KEZI on Monday afternoon to discuss his op-ed.

Other reporters such as Natalie Pate may use it as a springboard to write for next week.



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DEPARTMENT OF
EDUCATION

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Marc Siegel

Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982

Marc.siegel@state.or.us | www.oregon.gov/ode

From: [KONDAYEN Kate * GOV](#)
To: [SIEGEL Marc - ODE](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Monday TV Visits In Eugene
Date: Friday, August 31, 2018 3:49:45 PM

Y'all are dedicated! Please let me know how it goes, and if there are any questions you get that I should have the Governor prepped for during her avail on Tuesday AM in Junction City.

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 31, 2018 at 3:46 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: RE: Monday TV Visits In Eugene

Yes, on Labor Day. We reserved a two hour window in Colt's schedule on the off-chance my pitch calls worked.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Sent: Friday, August 31, 2018 3:44 PM
To: SIEGEL Marc - ODE <marc.siegel@state.or.us>; MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: Re: Monday TV Visits In Eugene

Monday afternoon, on Labor Day?

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 31, 2018 at 2:05 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: RE: Monday TV Visits In Eugene

Right, on Sunday.



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Marc Siegel
Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982
Marc.siegel@state.or.us | www.oregon.gov/ode

From: MORAWSKI Lisa - CEDO

Sent: Friday, August 31, 2018 2:02 PM

To: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>; Kate Kondayen (kate.kondayen@oregon.gov) <kate.kondayen@oregon.gov>

Subject: RE: Monday TV Visits In Eugene

Great! It's running in the O on Sunday, right?

From: SIEGEL Marc - ODE <Marc.Siegel@ode.state.or.us>

Sent: Friday, August 31, 2018 1:59 PM

To: lisa.morawski@state.or.us; Kate Kondayen (kate.kondayen@oregon.gov) <kate.kondayen@oregon.gov>

Subject: Monday TV Visits In Eugene

Colt and I are stopping by KMTR/KVAL and KEZI on Monday afternoon to discuss his op-ed.

Other reporters such as Natalie Pate may use it as a springboard to write for next week.



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Marc Siegel

Communications Director
Oregon Department of Education
503-947-5650 | 971-239-7982

Marc.siegel@state.or.us | www.oregon.gov/ode

From: [PAIR Chris * GOV](#)
To: [KING Natalie * GOV](#); [KONDAYEN Kate * GOV](#); [FISHER Nikki * GOV](#)
Subject: FW: August Timesheet Reminder
Date: Friday, August 31, 2018 3:50:35 PM

Reminder!

From: CAMPOS Shelby * GOV <Shelby.CAMPOS@oregon.gov>
Date: Friday, August 31, 2018 at 8:56 AM
To: GOV_DL_GOV <GOV_Dist@oregon.gov>
Subject: August Timesheet Reminder

E-TIME/ONLINE TIME ENTRY: 12 PM

Wednesday, September 5th deadline

- Employees using e-time/online entry for time recording need to complete entries prior to the deadline highlighted above. This includes managerial staff's time as well.

MANAGER REVIEW & LOCK OF E-TIME: 6 PM

Wednesday, September 5th deadline Note: locking signifies hours reported by employee is accurate & true

- Please make sure that any employees who have been approved for FMLA, OFLA, or Worker's Comp have recorded their time appropriately (i.e. SL2, SL1, SL3, SLG, VA2, RGM, etc.)
- **NOTE: Do not lock time if you disagree with the employee's entries. Instead, work with the employee to resolve the discrepancies. If needed, contact payroll for assistance.**

QUESTIONS OR CONCERNS? - email payroll at
OSPS.Payroll@oregon.gov or call (503)378-6778

Shared Payroll Services
Financial Business Systems
Enterprise Goods and Services
(503) 378-6778
(503) 378-2901 fax

Thanks,

Tara Starr
DAS Shared Payroll Services
Payroll & Benefits Specialist
503-378-6778
503-378-3707
Fax 503-378-2901

From: [CAPPS Lindsey D * GOV](#)
To: [KONDAYEN Kate * GOV](#)
Cc: [PAIR Chris * GOV](#); [BHATT Pooja * GOV](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Op-ed From Oregon Department of Education
Date: Friday, August 31, 2018 3:51:26 PM

Thanks, Kate! Glad to see this work getting out there into broader circulation.

On Aug 31, 2018, at 3:41 PM, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov> wrote:

Hi team, please see below the education opinion piece that will run this weekend in the Oregonian, presumably beside a piece from Helen Jung on the education agenda.

Best,
Kate

From: SIEGEL Marc - ODE <marc.siegel@state.or.us>
Date: Friday, August 31, 2018 at 3:23 PM
To: MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: FW: Op-ed From Oregon Department of Education

Final Version.

<image001.jpg> Marc Siegel
 Communications Director
Oregon achieves Oregon Department of Education
 503-947-5650 | 971-239-7982
 ... together! Marc.siegel@state.or.us | www.oregon.gov/ode

From: SIEGEL Marc - ODE
Sent: Friday, August 31, 2018 10:50 AM
To: GILL Colt - ODE <colt.gill@ode.state.or.us>
Subject: FW: Op-ed From Oregon Department of Education

Here is the final. The highlighted section is the paragraph we asked to be re-inserted. The changes to this paragraph are we took out “effective” before “laws” and added “But we have more work ahead of us” to the end. They felt the word “effective” negated our argument and distracted the reader. I’m really comfortable with this.

Oregon schools welcome all students

By Colt Gill

Every child in Oregon's schools should feel welcome, valued and safe. But we're not there yet.

Forty seven percent of children in Oregon classrooms today have experienced adverse conditions during their early childhood. Some are hungry or neglected. Some have lived with severe drug and alcohol abuse in their homes. Some are witnessing or experiencing violence in their homes. And some don't have homes at all.

These adverse experiences can have long-term effects on a child's health and well-being. These experiences can affect a student's education, their ability to focus in class, their interactions with peers, their level of anxiety and increase their impulsive behaviors. All these students need and deserve our help.

Oregon already has laws that help school staff identify and address instances of bullying, harassment, and cyber-bullying. Oregon also has a School Safety Task Force that has implemented programs like [SafeOregon.com](https://www.safeoregon.com), an anonymous tip line created for students, parents, community members, school staff and law enforcement officers to act on safety threats. But we have more work ahead of us.

We must also embrace Oregon's changing communities. Our students look different and have different backgrounds than in my time as a student in the 1970s and 1980s. More than one-third of our students are people of color. More than half are economically disadvantaged. Fifteen percent are students with disabilities. About 9 percent identify as gay or lesbian and 18 percent spoke another language before English.

The growing diversity of Oregon's student population is an asset for our schools and the future of the state. Today's students bring a diverse history and culture that is a new resource to embrace and celebrate. A well-educated, diverse, multilingual citizenry and workforce can be a catalyst for the future success of our state. However, for this vision to be a reality tomorrow, we must provide safe, equitable schools for our students today.

Oregonians care about the well-being of one another. If any student is excluded, marginalized, bullied or harassed we all care. We all seek a solution.

That's why, at Gov. Kate Brown's urging, the Oregon Department of Education formed the [Advisory Committee on Safe and Effective Schools for All Students](#) last spring. After engaging in more than 1,000 collective working hours, this dedicated and diverse group of students, parents, educators, lawmakers and advocates created several policy recommendations that I'm eager to share with you as our children head back to school.

These recommendations include:

- Using equity tools that help local and state education decision-makers recognize hidden bias and understand how well-meaning rules, policies and practices may hurt some students.
- Developing formal systems for students and their concerns and ideas to be heard by education decision-makers, including a network of regional student councils and statewide school-climate surveys.
- Collecting better data to identify which students are being impacted by school policies and practices and how they're affected.
- Focusing on placing physical and mental health services and other supports into schools.

Applying evidence-based systems to support students who are transitioning between schools and programs.

- Implementing early identification and intervention systems to help students before they face significant problems.
- Using professional learning, guidance and standards to choose prevention programs focused on culturally responsive practices, restorative justice, trauma-informed practices, de-escalation skills, bullying/harassment prevention, suicide prevention and related efforts.

Over the coming months, I will collaborate with others to act on the committee's recommendations in several ways.

The Oregon Department of Education will support and celebrate schools as they implement equitable practices to proactively support *all* students. The State Board of Education will prioritize policies that focus on equity and prevention practices that positively influence student outcomes. Gov. Brown and I will champion legislation and investment strategies that promote student safety and student voice.

As Oregonians we can work together this year to better create the kind of welcoming and inclusive schools where *all* our children can thrive – The kind of schools where our children feel valued for who they are, where they are embraced by a community of caring peers and adults, where they feel safe to engage in learning and follow their passions into the work place or continued learning after graduation.

Let's make this a school year in which we focus on our ethical and moral obligation to our children and rethink what needs to change to provide welcoming and safe school environments where *every* child feels valued, unburdened by discrimination, and fully supported in their learning.

Colt Gill is director of the Oregon Department of Education.

From: [KONDAYEN Kate * GOV](#)
To: [FISHER Nikki * GOV](#); [PAIR Chris * GOV](#); [MOLLER Mary * GOV](#)
Subject: FW: OTC appointment?
Date: Friday, August 31, 2018 3:53:02 PM
Attachments: [image001.png](#)

FYI

From: Andrew Theen <atheen@oregonian.com>
Date: Friday, August 31, 2018 at 3:51 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: Re: OTC appointment?

I'm not writing anything today, i will follow up

Get [Outlook for iOS](#)

From: KONDAYEN Kate * GOV <kate.kondayen@oregon.gov>
Sent: Friday, August 31, 2018 3:17 PM
To: Andrew Theen
Subject: Re: OTC appointment?

Hi Andrew,

Thanks for touching base. We are reappointing Alando Simpson, and Julie Brown is coming on in a seat left vacant by Sean O'Holloren. Sean was appointed to the Port of Portland's Board in May, and planned on coming off OTC. He has graciously stayed on OTC until we found a replacement.

Can you please put in a public records request for the other kinds of materials you requested? We will do our utmost to get them to you before your deadline—is it 5 PM today?

Best,
Kate

Kate Kondayen
Press Secretary
Office of Governor Kate Brown
O: 503.378.6496 | **M:** 503.689.0248

From: Andrew Theen <atheen@oregonian.com>
Date: Friday, August 31, 2018 at 1:47 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Subject: OTC appointment?

Hey Kate,

I saw Julie Brown is the governor's appointee to the OTC, in addition to Mr. Simpson.

Whose spot would Julie take on the commission?

And do you have her application/a nominating form/some sort of bio to show her qualifications for the post?

Thanks!

--

Andrew Theen
The Oregonian/OregonLive
Transportation & Commuting Reporter
503-294-4026 (desk)
541-913-0970 (cell)
atheen@oregonian.com
@andrewtheen





The Oregonian OREGONLIVE

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From: [KONDAYEN Kate * GOV](#)
To: [EDLUND Tina * GOV](#)
Cc: [BLOSSER Nik * GOV](#); [ROMAN Linda * GOV](#); [KORESKEI Debbie * GOV](#)
Subject: Re: Health Care Whitepaper
Date: Friday, August 31, 2018 4:32:47 PM

Ok! Will take it from here.

Sent from my iPhone

On Aug 31, 2018, at 4:23 PM, EDLUND Tina * GOV <Tina.EDLUND@oregon.gov> wrote:

I agreed with most of Nik did, with two small exceptions:

1. One of the bullet points that was eliminated included language about increased coordination between the tribes and CCOs. This is very important to them, but rather than add the separate bullet point back in, I added a phrase in the bullet about improving our data on equity...see if that works.
2. Two of the recommendations about healthy families were struck and they need to stay in. One was the home visiting recommendations, which the MAIN recommendation coming out of the Children's Cabinet health work group; the first stage is Medicaid. The second is about adverse childhood events, which ties this to the foster care work and the healthy families work. I think these two bullets can be rolled into one, but we definitely shouldn't lose them. Sen Steiner Hayward particularly would wonder about that.

Otherwise, I'm good.

T

From: BLOSSER Nik * GOV
Sent: Friday, August 31, 2018 1:04 PM
To: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>
Subject: Re: Health Care Whitepaper

Hi – In terms of the copy, two main comments:

1. The Exec summary is way too long. This is an exec summary. You can say all you want about the detail about behavioral health, oral health and addiction and recovery, but we need to say that in three sentences in the exec summary part and longer in the detail. So I hacked it back again. See attached.
2. There are way too main bullets underneath some of the agenda items. I deleted a bunch. There are still too many in #5. You will see when this gets to layout, so I'm trying to simplify and avoid that. If I cut anything that shouldn't be, you can

only put it back if something else that's the same length or longer is cut . ;>

Thanks. Looking forward to seeing the next draft in layout.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Date: Thursday, August 30, 2018 at 8:18 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>, KORESKI Debbie * GOV <Debbie.KORESKI@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>
Subject: Health Care Whitepaper

Kate,
Here's the next version of the Health Care Agenda. I've gone through and accepted Nik's changes, with one exception—he deleted language about addressing oral health which will be important for stakeholders to see, so I think it should stay. Otherwise, I think I caught the changes he made for strategies, collapsing bullets into strategies, etc. If I missed something, it's just an oversight, not an intentional choice.

I didn't format much...didn't have the instructions at my fingertips.

I think it'll probably be best to simply restart the layout work. There are so many changes that I think it'll be more work to enter the changes than to start over.

Let me know what you need next.

T

Tina Edlund
Senior Health Policy Advisor
Office of Governor Kate Brown
(971) 209-0604

<Health Care whitepaper_8-31-18_4pm.docx>

From: [CAPPS Lindsey D * GOV](#)
To: [GEZELTER Lisa](#)
Cc: [CAPPS Lindsey D * GOV](#); [ROSSELLI Hilda - CEEdO](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: EAC policy recommendations?
Date: Friday, August 31, 2018 4:57:28 PM

Hi Lisa,

I promised to get back to you today but did not have the opportunity to connect with both Hilda and Lisa. We will get back with you first thing on Tuesday.

I hope you have a great Labor Day weekend.

Lindsey

On Aug 30, 2018, at 3:31 PM, CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@oregon.gov> wrote:

Hi Lisa,

I think we will but our team will discuss and circle back with you tomorrow.
We're grateful for the opportunity.

Best,
Lindsey

On Aug 30, 2018, at 4:11 PM, Gezelter Lisa <Lisa.Gezelter@state.or.us> wrote:

Good afternoon,

It's been suggested that the Joint Committee have EAC attend the September 25 legislative days meeting and present policy recommendations, along with the Governor's Children's Cabinet, Colt's Safe & Effective Schools for All group, COSA's work groups, etc. Does EAC have any policy recommendations to make to the Joint Committee that will be ready to go by Sept. 25? The co-chairs would like to know that they will have recommendations to make before we talk about adding them to the agenda.

Thanks very much, as always.

Kind regards,

LISA GEZELTER | Analyst
[Legislative Policy and Research Office](#)

Oregon State Capitol
900 Court St NE Rm. 453
Salem, OR 97301
503-986-1664

Senate Committee on Education and Joint Committee on Student
Success

From: CAPPS Lindsey D * GOV
To: MORAWSKI Lisa - CEDO
Subject: Fwd: Feeder System Analyses
Date: Friday, August 31, 2018 5:00:13 PM
Attachments: [Child Welfare Research Agenda final.docx](#)
[ATT00001.htm](#)
[Future research1.docx](#)
[ATT00002.htm](#)

FYI

From: Bellatty Paul T <paul.t.bellatty@state.or.us>
Date: August 31, 2018 at 2:48:47 PM PDT
To: CAPPS Lindsey D * GOV <Lindsey.D.CAPPS@state.or.us>
Subject: FW: Feeder System Analyses

Hey Lindsey:

Sorry to use you as the link but I don't have Lisa's email address. Attached is the child welfare research agenda (written in Jan 2018) and the draft of where we are going. I'm guessing you want something similar for Education and/or the SLDS. Below are some links to OYA analyses that identify how you might use a longitudinal database. There's more but this is plenty to start. Have a great weekend and see you soon.

Thanks,
Paul

From: Kolb Kirsten C
Sent: Friday, February 9, 2018 3:26 PM
To: Burke Belit <Belit.BURKE@dhsosha.state.or.us>; Miles Heather J <HEATHER.J.MILES@dhsosha.state.or.us>; Palmer Annette L <ANNETTE.L.PALMER@dhsosha.state.or.us>; SEHON Lily <Lily.SEHON@dhsosha.state.or.us>; Baney William <WILLIAM.BANEY@dhsosha.state.or.us>
Cc: Bellatty Paul T <PAUL.T.BELLATTY@dhsosha.state.or.us>
Subject: Feeder System Analyses

Below are the research questions and links to the analyses regarding the feeder system. These are located on the OYA website.

<http://www.oregon.gov/oya/Pages/YRS.aspx>

Thank you again for meeting today. Your input is incredibly valuable. We are excited to work with you!

Kirsten Kolb

Research Question 1: Are there opportunities to intervene in the lives of at-risk individuals and

prevent later involvement in the justice system?

<!--[if !supportLists]-->• <!--[endif]-->[Prevalence of DHS and OHA Program Access Prior to First OYA Commitment: An Exploratory Analysis](#)

Research Question 2: Given the opportunities for prevention, which agencies and/or client populations are the best targets for intervention?

<!--[if !supportLists]-->• <!--[endif]-->[Probability of Commitment to OYA from History of Social Service Involvement](#)

Research Question 3: What are the individual and family characteristics and service utilization patterns associated with increased risk of justice system involvement?

<!--[if !supportLists]-->• <!--[endif]-->[Research Brief - Probability of Oregon Foster Care Childrens Future Involvement with the Oregon Youth Authority](#)

<!--[if !supportLists]-->• <!--[endif]-->[Research Brief - Probability of Commitment to the Oregon Youth Authority among Children and Youth Receiving Mental Health Treatment Services](#)

- [Research Brief - Probability of Commitment to the Oregon Youth Authority among Young People Receiving Alcohol and Drug Treatment Services](#)

Beginning on January 29, 2018 the *Office of Business Intelligence (OBI)* will now be called *Office of Reporting, Research, Analytics, and Implementation (ORRAI)*. As the unit has grown and changed we felt that a name that reflects the new direction and new team was important. This change in the unit includes some changes in the departments that make up the unit. ORRAI still includes the current Reporting and Research departments. Joining this is Oregon Enterprise Data Analytics (OEDA) and Workload Modeling. In addition we are developing the Research Implementation team. If you have any questions please feel free to email our admin cynthia.r.stoner@dhsosha.state.or.us.

Research Agenda

Child Welfare

Department of Human Services

Authored by:

Paul Bellatty, Director of Research and Implementation

Kirsten Kolb, Strategic Initiatives Policy Advisor

Sponsored by:

Marilyn Jones, Director of Child Welfare

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Proposed Child Welfare Research Agenda

(October 2017)

The Oregon Child Welfare system is impacted by numerous external and internal factors that affect casework practice and child/family outcomes. Providing objective information to caseworkers when making important decisions, assuring appropriate beds are available for all foster children/youth, identifying the proper caseloads, recruiting and retaining the best caseworkers, and recruiting and retaining the best child welfare caretakers are all important. Research can provide information that identifies solutions to these issues.

All state child welfare agencies struggle with numerous issues. Many states do not have the data, analytic capability, or the ability to implement research – Oregon does. Although research is not a panacea, research can provide crucial information to those making important decisions. Below is a list of research topics and associated methodologies available to Oregon's child welfare system. These five research topics are intended to relieve the pressure on the foster care system, begin to place child/youth in their best placement, recognize the optimal caseload and quantify the negative effects of overworked caseworkers, and focus recruitment and/or retention efforts to alleviate Oregon's caseworker and caretaker crisis.

The research agenda should provide tools to make informed decisions. The tools that quantify safety are not prescriptive tools that make decisions – the tools provide information that enhance professional discretion. No research tool will ever replace the most important resource in the child welfare system – caseworkers and managers serving Oregon's children and families. Most tools are associated with an outcome. This implies most caseworker efforts should be intended for a particular purpose – to maximize safety, minimize maltreatment, improve the likelihood of reunification, minimize the number of moves within substitute care, and promote positive child/youth outcomes.

The implementation of research based tools, creates a data-informed child welfare system. Although data-informed will not prevent maltreatment, ensure every child is in the right bed for the right amount of time, and assure every adoption is successful; a data-informed system provides objective information to decision-makers to improve outcomes for children and families.

Child Welfare Research Agenda

Safety along Case Life

Capacity and Service Matching

Caseload and Workload

Safety along the life of a case	Bed Need / Capacity	Quantifying workload and caseload
Dynamic Safety	Service matching	Complexity of caseload and time
Simulations—meaningful safety plans	Buffer beds in substitute care	Optimum caseloads at current caseworker allocation
Alignment of child behavior with foster parent skill	Program Evaluation	Staff allocation across districts
Ethnic and Racial Disparities	Gaps in service	

Recruitment/Retention

Community Engagement

Other

Employee / Caseworker / Supervisor	Serving youth within home communities	Feeder System: Child safety across DHS program areas
Foster Parent	Reporting of incidents	Feeder System: Child safety across other agencies
	Identified safety and probability of subsequent maltreatment	Youth centered approach: Tier 2
		Program Evaluation

Updated 10/19/2017

Estimating Probability of Safety

The likelihood of an event is routinely estimated in many disciplines. In the medical community, age, cholesterol, blood pressure, smoking status, and gender are used to estimate the probability someone will have a heart attack in the next decade. If your estimate exceeds 10%, you become a candidate for numerous prescriptions. In the auto insurance world, age, number of driving citations, and number of accidents are used to determine the cost of the premium – that cost is directly associated with the likelihood someone is involved with an accident. In the marketing world, previous purchases, income, and time on different websites are used to identify the probability you will purchase another item – those items “pop-up” on your next e-shopping trip.

There are many important decisions child welfare workers make during the life of a case. In an effort to maintain safety for a child, knowing the likelihood of maltreatment could influence a decision. Much like a cholesterol level may influence your diet or influence your decision to take cholesterol-lowering medication, the likelihood of child safety may influence caseworker decisions.

Equations provide estimates by identifying the outcomes of similar situations with similar families. Although statistically very similar, there may be unique attributes of some families that influence safety estimates and increase safety which are not included in the equation; conversely, there may be other family characteristics that decrease the likelihood a child will remain safe. The equations provide the average estimates for similar families – child welfare staff working with the families must weigh other factors not included in the equations.

Generating child safety equations is an easy task if data exist and are reliable. Child safety can be quantified along the life of a case and the schematic below identifies potential decisions which may benefit from safety estimates. After the safety equations are identified in the schematic below, the narrative describes “dynamic safety” and the use of “simulations.” Dynamic safety is a more complex analysis that provides “real-time” estimates of safety along the case life. Dynamic safety would replace the traditional estimates generated by less complex analyses. Simulations allow those assessing families to recognize change in child safety attributable to likely scenarios – completion of alcohol/drug treatment, recent arrest, recent employment, and other important events.

There are some frequently asked questions about quantifying safety including the three below:

1. Can we accurately quantify the likelihood of child safety with a particular family?
2. Are the data sufficiently reliable to accurately estimate safety?
3. What should be included in the “safety” equations and what are the other considerations when developing equations?

Safety throughout a Child Welfare Case Life

Screening	Assessment	Placement / Services	Case Planning	Permanency
Probability of maltreatment: use at screening*	Safety after a substantiated allegation*	Probability of safety with child-caretaker alignment	Probability of safety upon return to home*	Safety in adoptive home
Probability of subsequent referral	Perpetrator risk of child maltreatment	Probability of high number of movements	• Probability of safety to returning child*	Probability of successful adoption
		Probability of long out-of-home stays	• Probability of safety to other child(ren) when child returns home*	
		Probability of running away	Probability of returning home	

*Probability of safety analyses are coupled with probability of severe maltreatment outcome

1.) Can we accurately quantify the likelihood of child safety with a particular family? Actuarial equations that estimate child safety have been generated for Oregon's child welfare agency. Safety after a substantiated allegation when the child remained at home has been estimated; individual safety can range from 0-100%. The likelihood of child safety after returning home has also been estimated. These equations have good predictive accuracy but require validation for numerous client populations. Without validation for minority populations, the safety equations could exacerbate ethnic racial disparity issues that often impact the social service system.

2.) Are the data sufficiently reliable to accurately estimate safety? Relying exclusively on child welfare data to estimate safety has drawbacks. Probability of abuse/neglect is influenced by many non-child welfare factors. Although child welfare involvement requires a reported allegation before offering services, two identical neglect allegations might have substantially different probability of safety. Both cases may involve unclean homes and numerous children. The first case may only involve cleanliness and many children. In the second case, the mother may have frequent contact with law enforcement, mandated to attend alcohol and drug treatment, and history of abuse as a child. Looking at the child welfare data, these cases are nearly identical; looking at other agency data, the probability of safety to the children in the second case is substantially lower. Including other agency data in the equations may

improve predictive accuracy particularly for first time referrals. Accurately estimating safety should provide focus on the families with the greatest need. Focus on families with the low probability of safety does not imply cases should result in substitute care placements. Many families with safety concerns are best served in-home and not in substitute care. Although probability of maltreatment and programming are likely pairs, the risk of severe maltreatment should always be coupled with child safety. These statistical equations can help provide the necessary focus to devote the right time to the right case. In addition, these statistical equations can also be “adjusted” to recognize the associated risk of false positives and false negatives.

3.) What should be included in the “safety” equations and what are the other considerations when developing equations? Accurately identifying the probability of safety or risk of abuse/neglect is complex. Most equations include historical data which is considered static (i.e. cannot be changed). The safety equations are dominated by static variables since history is the best indicator of the future. Although some equations may include dynamic factors which can change frequently, few dynamic factors are involved with safety equations. Caseworkers assessing the likelihood of safety do not need to consider static factors included in the equations or factors highly correlated with factors in the risk equation. Rather caseworkers should consider the dynamic factors (e.g. prosocial friends, attitude, and behavior) and variables not included in the safety equation (e.g. completed treatment, living with parents who can provide needed respite, etc.).

Dynamic safety: Safety is influenced by family characteristics, protective factors, programming, and external factors. If these factors are included in the safety equations, the estimate should be dynamic – on any given day, the likelihood of a child being safe should reflect everything included in the data system. Although researchers prefer to use “cohorts” to assess the likelihood of a particular event, knowing the likelihood of safety every day is more useful than analyses using a particular event (i.e. day child leaves foster care). Dynamic safety provides accurate estimates and is not tied to a particular cohort-related event.

Simulations: Child safety is the first priority in child welfare cases. Many cases are fluid – parental figures change, boyfriends/girlfriends are arrested, parent finds employment, etc. Currently, our system qualitatively assesses safety based upon existing family characteristics or circumstances. Often this assessment occurs after an event such as parental figure returning to the home with a history of

violence or abuse. Allowing caseworkers to recognize the effects of case changes allows the caseworker to proactively manage a case. Knowing the involvement of a specific family member dramatically reduces safety may influence the conversation with a child's parent or caretaker. Additionally, knowing completion of treatment improves safety dramatically may also influence the conversation. Having the ability to quantify safety attributable to changes in the family dynamics could influence case outcomes. Simulated effects can be recognized with traditional safety equations or dynamic safety equations.

Additionally, there are other ancillary benefits of estimating safety including:

- Estimating program effectiveness
- Identifying if thresholds for removal and thresholds for returning home contain racial bias.
- Quantifying county differences in thresholds for responding to allegations, removing children from the home, and reunifying families.
- Estimating "community engagement" by looking at risk thresholds for first referrals

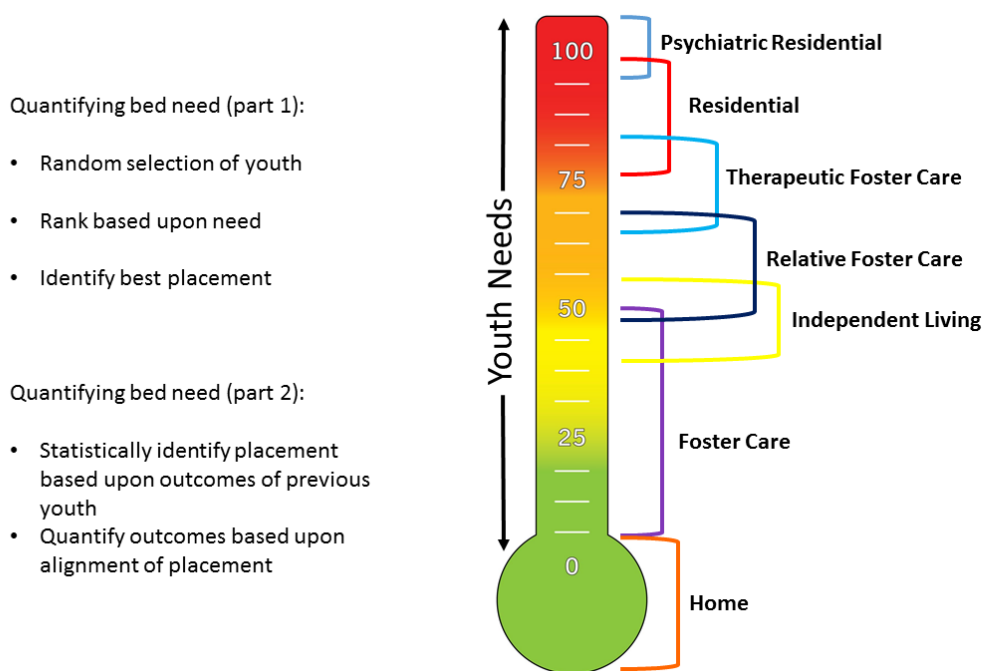
Capacity and Service Matching

Capacity: Oregon's child welfare system is continuously making efforts to right size the capacity of care for child safety. Children/youth placements in Oregon have been dictated by bed availability with limited recognition of child needs and provider capability. Knowing how many placements are needed within substitute care (i.e. foster care, kinship care, residential, proctor, psychiatric care, etc.) and which children/youth should get what type of service will help improve outcomes. The placement capacity research would estimate the number of service level placements needed to optimally serve the substitute care population.

There are many placement options available to caseworkers – in-home care, in-home care coupled with in-home services, foster care, kinship foster care, professional foster care, therapeutic foster care, residential treatment, and psychiatric residential treatment. The child/youth needs should influence the placement and reflect the level of care provided by the placement. One methodology of quantifying placement need would be to use caseworkers/supervisors to identify the ideal placement options for randomly selected children/youth. The two step process first ranks the randomly selected group from the highest need to the lowest need; the second step uses caseworkers and supervisors to identify the placement options best suited for each selected child/youth. Using caseworkers/supervisors to determine placement need creates the data-informed culture and a better

understanding of the research. This methodology is labor intensive and encourages caseworker/supervisor involvement with research and the decision process.

A second method matches children/youth with a placement by statistically recognizing the best outcomes of similar individuals placed in various service level options. The best process would combine the two methodologies – first allow caseworkers/supervisors to identify the ideal placement options followed by the researchers identifying and quantifying optimal outcomes based upon ideal placement. The differences in the results could identify new opportunities and could refine estimates of capacity to create an optimal continuum of care.



After the randomly selected group of placements are reviewed by caseworkers/supervisors to identify the optimal placement options, administrative data should be linked to data available at placement. If the administrative data are sufficiently associated with the ranking determined by caseworkers/supervisors, new children/youth entering the substitute care system can be associated with particular placement types. The process of coupling caseworker/supervisor suggestions with administrative data allows new children/youth to be identified within a specific range of placement types. Future changes in the administrative data will recognize the changing child/youth population and also recognize the changing needs of the substitute care system. If administrative data and ranking by

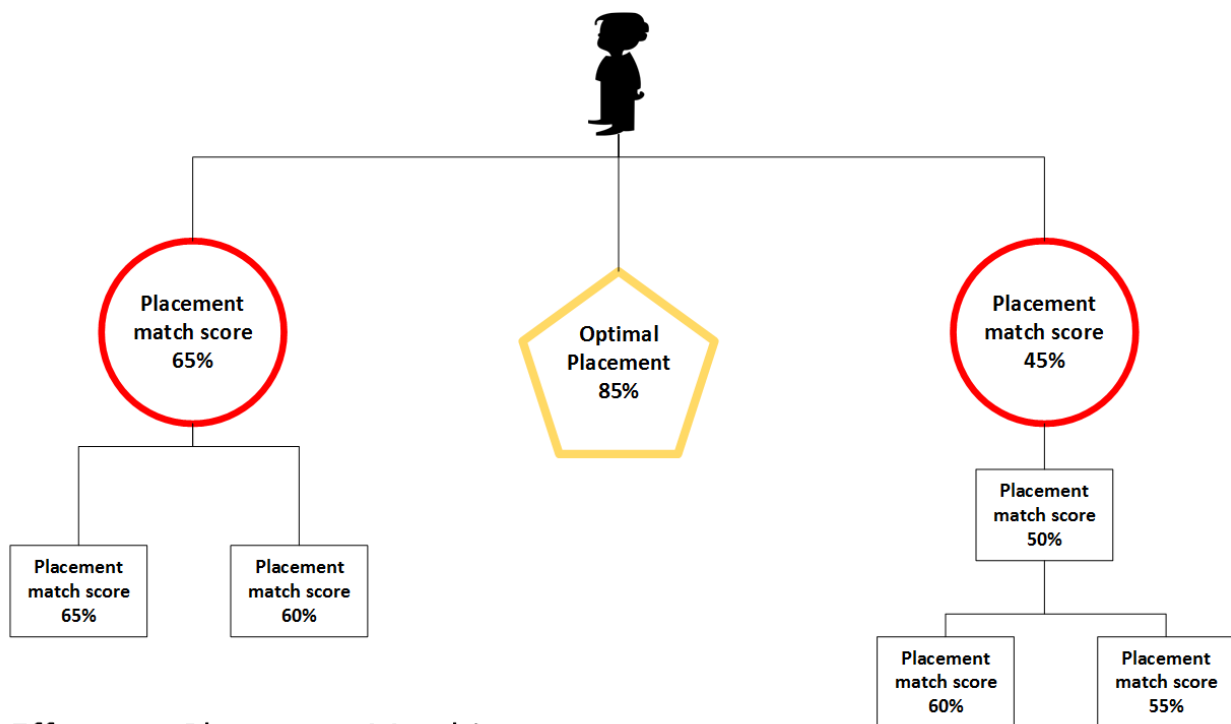
caseworkers/supervisors are highly correlated, researchers can identify seasonal fluctuations and quantify the “buffer” needs to assure every child has access to their optimal placement during periods of high substitute care use.

Service matching: There are many children and families who receive a particular program or service associated with a successful outcome; however, there are other children and families receiving the same program or service who are not successful. Recognizing the types of children/families who benefit from a program is useful to increase safety, minimize maltreatment and maximize reunification. For every program, family/child profiles with successful outcomes can be compared to the same profile associated with unsuccessful outcomes. As new families become involved with the child welfare system, their characteristics can be compared to families with successful outcomes for a particular service/program. If the new family is very similar to the profile of successful families, the likelihood of success is high. The new family and their characteristics can be compared to all programs with success profiles to recognize the best service/program options for a particular outcome. Some programs might be more successful with older youth, some more successful with neglectful families, some with alcohol and drug issues, and some with other factors. Although this simplified explanation identifies the population best served by particular programs, equations for each program identify the relative effectiveness of each program for a particular family. As an example, if the system has a dozen residential treatment programs, there would be 12 equations that include the variables that differentiate success from non-success for each program. When a new child/youth is being considered for residential placement, there will be 12 estimates – one for each program. The programs with the higher estimates of success have traditionally done well with similar children/youth. Although these estimates should not dictate the placement, the information should be used in conjunction with other information to inform placement decisions.

The same service matching can be used when evaluating prospective foster homes. Although data are generally not sufficient to generate equations for a particular foster home (i.e. number served is not sufficient to generate an accurate equation), the level of experience, the type of youth previously served, and other factors can be used to identify the type of foster home that produce the best outcomes for every child/youth.

Effects on placement matching: Service matching can use existing programs to more effectively serve child/youth populations. Recognizing the best placement for each child and family will generate the best results with the current array of services/programs. Researchers can recognize the placement

effectiveness pre- and post-implementation of service matching and can quantify the benefits derived from service matching. The same methodology can also quantify the effect of a system poorly aligned with child or family needs. If the optimal placement is not available (with an 85% success rate) and the second placement choice has a lower success rate (i.e. 65%), the 20% reduction in success is directly associated with placement availability. When many children do not have access to the ideal placement, the alignment between bed need and bed availability is not optimal. Quantifying the effects of poor alignment between placement need and placement availability is possible. The schematic below recognizes how placement choice and outcomes are related.



Effects on Placement Matching:

1. Length of stay
2. Reunification with family
3. Probability of higher level of care
5. Probability of further system involvement (i.e juvenile justice)
6. Costs to serve child and family

Caseload and Workload

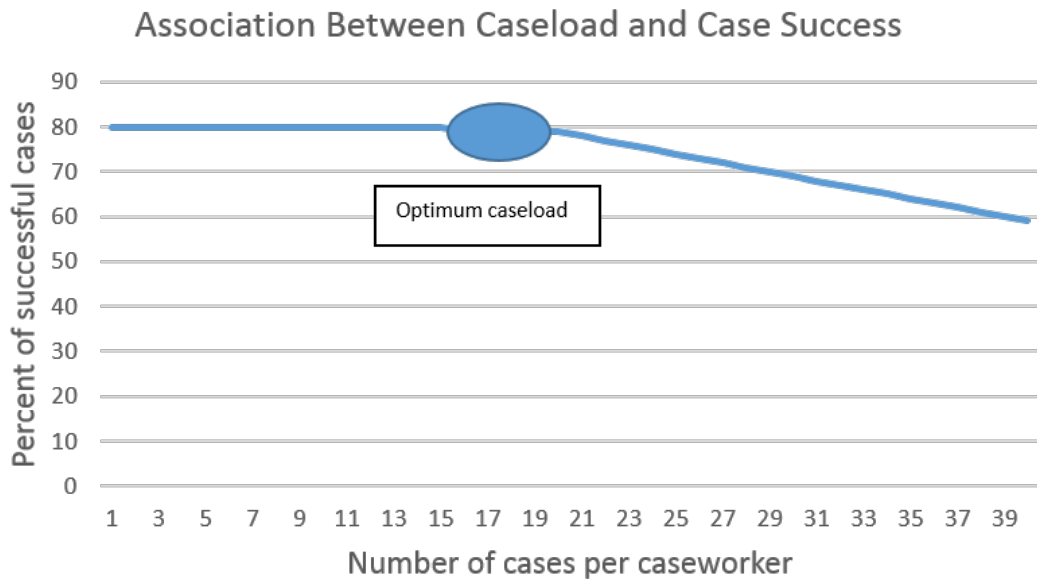
To further ensure child safety and improve outcomes for children and families, there is a need to optimize caseworker caseloads and workload. Caseload and workload are two different concepts but both relate to child and family outcomes. Proper caseloads allow caseworkers to provide family support

and meet the business obligations of their cases. When caseloads are excessive, time with the family or completion of business suffers; eventually family outcomes will also suffer. If caseloads are too small, extra time devoted to family visits and meeting the business obligations will not generate better outcomes.

Workload studies recognize time devoted to different tasks and allows equity of work among caseworkers. In theory, all caseworkers should work 40 hours per week and maximize the family outcomes – some will spend more time in court, some will spend more time driving, and some will spend more time with families. From a system perspective, the perfect number of casework staff with equitable workloads should provide the desired outcomes for the families and the agency.

The narrative below describes how optimum caseloads can be estimated, describes how workload equity can be estimated, provides a solution to achieving optimum caseloads without adding casework staff, and describes staffing allocation. Staffing allocation is a research-based system that creates workload equity among branch offices by having the right number of staff in each branch office.

What are the proper caseloads? Case outcomes are related to caseloads. The best case outcomes are achieved when the optimum amount of caseworker time is devoted to each case. If more than optimal time is devoted to a case, the outcome will not be improved. If the caseworker cannot devote adequate time to a family, the case outcome will suffer. The question is “What is the optimal caseload where caseworkers can devote the right amount of time to each case?” The following graph helps recognize the optimum caseload. (Note: These are NOT actual numbers – it is an illustration depicting the association between caseload and case outcomes.)



*Illustrative image

The vertical axis recognizes the percentage of cases with successful outcomes (e.g. percentage of children returned home, percentage of children not maltreated, etc.). The horizontal axis recognizes the caseloads of individual caseworkers on a given day. The case outcomes would be recognized for cases in the months after the caseloads were estimated. The best outcomes would be achieved with lower caseloads but eventually the horizontal line will slope down when time constraints prevent timely involvement of the caseworker. If the relationship between caseload and family outcome is sloped (without the flat portion on the left side of the graph), average caseloads are too high for all caseworkers. These graphic representations must be developed for each unique type of casework (e.g. Protective Service, Permanency, etc.).

The simple relationship between caseload and case outcome recognizes the optimum caseload for the average case worker with the average cases. In addition to recognizing the optimal caseload, this relationship can also quantify the effects of excessive caseloads -- additional children maltreated, additional time to permanency, etc. The analysis can also identify if some caseloads are too small and may identify if too much family contact has a detrimental effect on case outcomes.

Since cases do not require the same effort/time, are there ways to acknowledge case differences and estimate workload? Some cases require more time to assess, provide support, and successfully achieve the desired outcome. If case characteristics (i.e. type of maltreatment, parent characteristics, child characteristics, type of care, number of siblings, time since foster care entrance or time to adoption,

etc.) are associated with more caseworker time/effort, researchers can quantify the time required to serve different families. A “random moment survey” can associate particular cases with caseworker time. If neglect cases require twice the time as cases with an allegation of physical abuse, a caseworker with 15 neglect cases would be equivalent to another caseworker serving 30 cases associated with physical abuse. In addition to using time to equate caseloads for all caseworkers, there are alternative approaches that could be used to achieve equity. For example, caseloads could recognize cumulative caseload safety. Caseworkers working with families of low probability of safety would have fewer cases but total safety among all caseworkers would be similar. Caseloads, workloads, and other measures of equity could be developed to balance the caseworker efforts to achieve similar outcomes for all families.

Creating optimum caseloads without increasing the number of caseworkers: The association between caseload and case outcome may suggest additional caseworkers are necessary to generate the best outcomes. An alternative solution is to prioritize cases with low probability of safety (severe maltreatment) to high probability of safety (disobedient or truant youth). If caseload exceeds the ability to generate the best results, prioritizing cases and eliminating service to particular populations might be a realistic solution. In reality, this prioritization occurs today. If many allegations are received by the hotline, the less serious cases are triaged. If a similar situation arises on the second day, the referrals with the highest safety estimates are also triaged. Eventually routinely triaged cases will lowest probability of safety to highest probability of safety, and knowing the optimal caseloads, will allow child welfare to recognize the client populations reasonably served by child welfare. Caseworkers with high caseloads will have undesirable effects on family/child outcomes and the effects of high caseloads can be quantified. Furthermore, researchers can quantify the effectiveness of casework staff serving youth and families with high probability of safety. If caseworkers cannot effectively change the outcomes of high safety populations, alternative services/programs might be considered.

Staff allocation: Staff allocation systems identify the appropriate number of caseworkers per branch to serve the same client populations throughout the state. Staff allocation does not change the total number of staff serving families but rather provides equity among offices. The most obvious inequities are recognized with protective service workers. Branches with inadequate protective service workers cannot respond to the same allegations – although all branches will respond to the most egregious allegations, some branches may not have the ability to respond to cases with minimal safety concerns or may not have the ability to respond on all days.

Staff allocation systems result in movement of casework staff among branch offices. The process of losing staff in a branch office and the associated inability to serve a certain client populations is difficult. Although the allocation system can identify the movement of staff among branch offices, the pace of implementation is usually determined by administrators or the Director. Since the movement of caseworkers among branches is generally accomplished through attrition, the process is slow. Although the slow pace is difficult for offices struggling to adequately serve children and families served elsewhere, the community expectations have acclimated to the service level in each community – those community expectations should be managed locally before, during, and after the movement of staff.

The slow movement of staff among branch offices is advantageous when changes in client populations and differences in client populations are small among communities. Although staff allocation systems can rely on slow implementation to provide equity among branch offices when change is slow, communities expanding quickly often need staff quickly. A crude forecasting system might be necessary when referrals and populations are increasing dramatically.

Combining staff allocation with Random Moment Surveys (RMS): The allocation of staff allows similar service levels throughout the state. The RMS quantifies the time allotted to different child and family safety concerns and characteristics – physical abuse cases versus neglect cases, high safety cases versus low safety cases, and older youth versus younger children. The RMS can also quantify the time allotted to particular tasks – driving, time in court, and time with families. If face-to-face contact is determined to be the most important metric to assess the agency’s effectiveness, the RMS and staff allocation systems can be combined to assure a particular level of family contact is maintained in each branch office.

Recruitment and Retention of Caseworkers and Supervisors

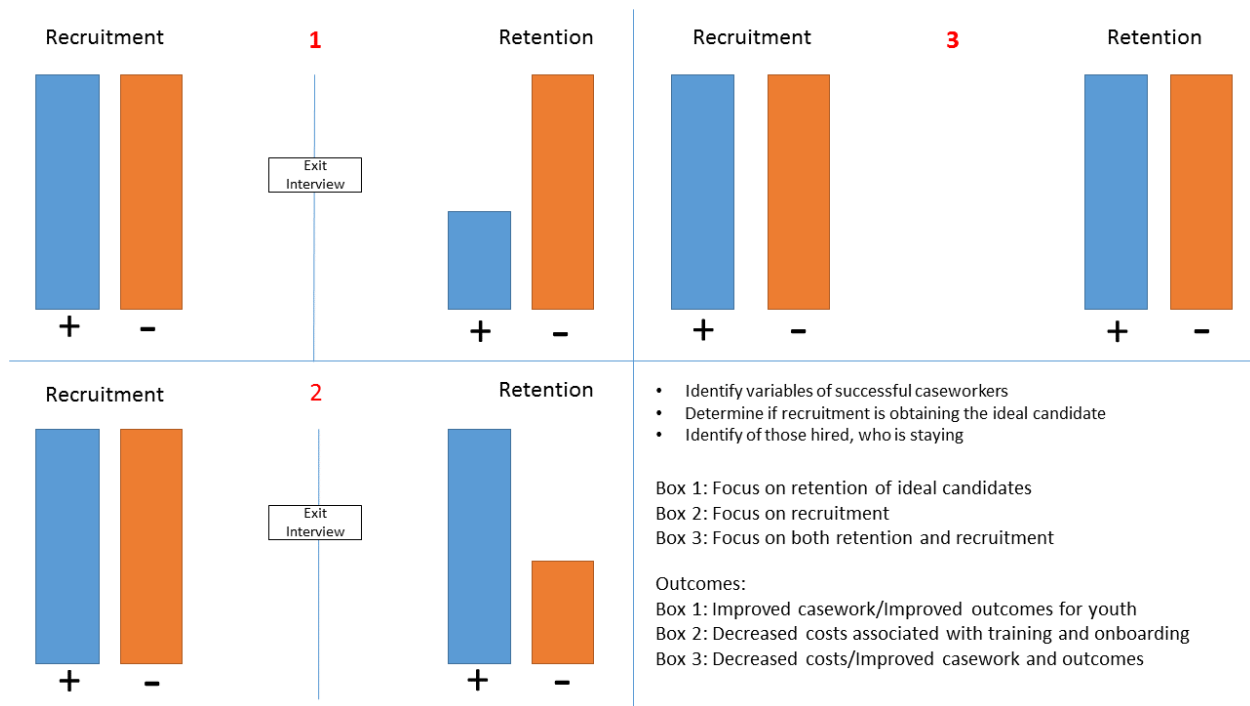
Research shows many states have a hard time hiring and keeping enough staff in child welfare. In Oregon, the number of caseworkers leaving their jobs is high, with many leaving after a year or two. This leaves few experienced caseworkers in the agency. When caseworkers leave the agency, current caseworkers must take on more casework making it difficult to spend time with children and families. The high turnover rate with casework and supervisory positions could be attributable to recruiting the wrong individuals or could be attributable to factors associated with retention (e.g. workload, lack of support, etc.). Is the real issue recruitment or retention? Where should we look for the best staff?

No one excels at everything. Those with highly technical skills tend to be less comfortable with social events; those with well-developed social skills are less likely to generate computer code. There are some social workers who are well suited for social work and others who are less suited for social work. District managers and supervisors can identify the staff that are well suited for casework and identify those less suited for casework. The ideal caseworkers might have particular attributes that differ from attributes of those who may struggle with being a caseworker. If research suggests there are differences between those with inherent caseworker skills and those with fewer inherent casework abilities, concentrating recruitment efforts on populations with a greater likelihood of being successful would be useful.

Focusing the recruiting efforts on populations most likely to succeed may improve the likelihood someone will remain a caseworker. Although there might be a natural tendency for the best casework staff to remain as caseworkers, retention could become an issue if the best casework staff move to other professions which rely on similar personal and professional attributes.

If the best leave, retention is an issue. If the best stay, recruitment should be the focus. If the differences between groups are negligible (i.e. best and worse hires are similar, and those staying and those leaving are similar), both recruitment and retention should have equal focus. Recognizing the best new staff and recognizing the characteristics of those resigning from child welfare will identify the best approach to maintaining an effective workforce. This research should be coupled with exit interviews of those resigning. If the best new casework staff are also those most likely to resign within the first two years, exit interviews should identify why those staff are leaving. The research should identify the reasons why staff with optimal caseworker characteristics are opting for other professions – knowing the reasons why these staff are leaving can focus the retention efforts on those factors most associated with resignations.

Identifying the global recruitment and retention issues can focus efforts on specific issues impacting on the child welfare workforce. Essentially research is conducted to identify the most important issues. Although research can identify the most important issues, research can also support the resolution of known issues including ethnic/racial disparity. The disproportionate number of minority children in the child welfare system can be segmented into areas along the casework continuum where issues are most apparent. Identifying where in the continuum the issues are most problematic is the first step to resolving the issues. This information coupled with other research tools allow researchers to isolate the issues with the largest impact on the disproportionate number of minority children in the child welfare system.



To summarize, newly hired caseworkers with identified attributes will be identified and compared to those who will struggle to become effective caseworkers. A profile of desired caseworkers will be developed. This information will focus recruitment efforts on applicant populations best suited for casework. This information will be coupled with exit interviews of those resigning. The profile of staff with desired caseworker skills can be applied to those resigning to determine if the effective or ineffective staff are resigning. Similarly, caseworker applicants can be identified on a scale of 0-100; the scale would recognize the similarities of applicants to the profile of optimal caseworkers. If staff cite “inadequate support” as the reason for resignation, Random Moment Surveys can identify the best options to improve time allotted to supervisor-caseworker conversations.

Recruitment and Retention of Substitute Care Caretakers

An average of 7,600 children are in foster care on a daily basis. DHS has not been able to find and keep enough caregivers for all of these children. This means caseworkers sometimes place kids in homes that are not the best match and that foster families sometimes get kids before they're ready.

The previous project discussed research associated with recruitment and retention of caseworkers; the recruitment and retention of substitute care caretakers is similar to that methodology. The same methodology could be used to identify the best approach to increasing the number of foster homes available for the child welfare system. Focusing efforts on the approach with the greatest impact would be best (i.e. recruit, retain, or both). Secondly, the exit interviews can identify why foster parents terminate their involvement with the child welfare system. The knowledge gained through exit interviews may enable researchers to estimate the annual attrition rates. Foster parents may leave the system due to successful adoption, retirement from being a foster parent, or reasons associated with the agency. Leaving for reasons associated with the agency will allow the system to adapt and retain foster families.

This research can identify where the agency should focus. This research and the service/capacity research can identify the system-wide resource needs of the child welfare continuum. The service/capacity research should also allow the child/youth needs to be aligned with providers experience and skill. Implementation of these research projects should also reduce the abuse in substitute care. As the most experienced and skilled foster parents serve the higher needs youth, less maltreatment should occur in substitute care. A poor alignment between child/youth needs and substitute care skill/experience will decrease child safety and increase substitute care placements; a poor alignment may also have low need children/youth placed in our most experienced and skilled foster homes.

Appendix – Other Suggested Research Topics

Community Engagement: DHS and child welfare is an organization created to serve the public. Building a healthy relationship between child welfare and our communities improves outcomes for children and families. Community partnerships are crucial for local child welfare systems to be most effective. Community engagement should be reflected by the community's ability to serve children and families with few safety concerns in the community and should be reflected by the safety of children when returned to the community.

If local child welfare districts and the community have a poor working relationship, constituents will not report maltreatment until the situation is severe or maltreatment is confirmed. If community engagement is working, the threshold for contacting child welfare will generally be lower. When community engagement is strong, the child welfare offices will rely on the community to support children at home. Children with few or minimal safety concerns can be maintained in the community because the caseworkers can rely on the community for family support. The average safety at removal for first referral, the average safety for children remaining at home, and the average safety when a child returns home are all indicators of community engagement. The latter two measures must be coupled with actual maltreatment to differentiate successful community engagement from resource constraints and/or substandard casework practice. Successful engagement allows higher risk situations to exist without higher rates of subsequent maltreatment.

The measures of safety coupled with safety in the community can be a proxy for community engagement. Similarly, the proportion of children/youth not returned to foster care can be a proxy for successful community engagement; the risk of returning to foster care must be recognized to identify county/communities with good community engagement.

Successful community engagement can exist when maltreatment occurs. If the expected maltreatment is substantially lower than what would be expected (considering child characteristics, parental characteristics, history, and current context), the influence of the community can be recognized. These average safety measures coupled with the expected measures can be an indicator of community engagement.

Child safety across the continuum of care: There is a continuum of care across the child welfare system that begins with a reported allegation of maltreatment and ends with a myriad of choices. Some cases

move through permanency and adoption while others are closed after an allegation is determined to be unfounded. Along the continuum, child safety can be estimated. Likelihood of maltreatment can be estimated even before an allegation has received (i.e. using data from other agencies), while the child remains in the community, is in substitute care, and in an adoptive home. If the child remains with the family, safety is often determined by parental characteristics, parental situations, child behavior, lifestyles, and random events that influence families. Identifying child safety at crucial decision points is important. Expanding the outcomes for children and youth in the child welfare continuum will recognize how child welfare decisions influence other outcomes. Moves in foster care influence school changes – changing schools during the school year is a risk factor for subsequent juvenile justice involvement. Having risk/safety for multiple outcomes at crucial decision points along the child welfare continuum is the first step to recognizing the shared responsibility for the social service and education systems in Oregon. Developing similar tools along the continuum for other agencies will help identify the partnering groups who influence child welfare outcomes. Although this requires an extensive research and implementation effort, transforming the siloed social service system into a cohesive group of services/programs can help families achieve better outcomes. In reality, many agencies serve the Oregonians with the greatest needs; coordinating of efforts can only improve the service delivery system and the child/family outcomes.

Elementary school teachers can differentiate children who will succeed later in life from children who will become involved with the correctional system. If Oregon has substantial data, and if teachers can forecast future behavior, researchers should be able to identify the families with greatest needs in each Oregon community. Identifying the families and providing early intervention services may divert some children from the correctional system. Research methodologies are available to identify when programming should be available to prevent a negative outcome. Research methodologies exist to quantify the effectiveness of prevention services. And the data and the research methodologies exist to identify the families of greatest need. The foundation for creating an effective prevention system for multiple agencies exists in Oregon today.

Develop a common philosophical youth-centered approach with partners and families: If caseworker actions and the research are tied to outcomes, the conversation along the child welfare continuum should be youth-centered. There are approximately 30 different residential programs that serve OYA youth. The research tools allow the practitioners, providers, and residential programs to identify the best programs for each youth. The individualized youth estimates associate an outcome with similar

individuals who have been served by that program. The identification of the best programs should concentrate the conversation on the differences among success rates for the best programs. Knowing the youth, the best programs, and the differences in success rates among the best programs should allow caseworkers and families to discuss the contextual variables not included in the equations. Proximity to home, need to complete high school, and need to complete treatment are not included in the equations but should be a consideration when discussing the best programs. The conversations should consider contextual variables not included in the equations and should consider differences among the best program choices for multiple outcomes.

Program evaluation: There are numerous options for quantifying the effectiveness of child welfare programs. A common quasi-experimental design matches identical twins – one of the twins received a program and the second twin did not get the service/program. The identical twins are matched using variables associated with the outcome. Frequently age and child/family characteristics would be the variables of interest and the outcome might be subsequent abuse/neglect. If you compare the subsequent abuse/neglect rate for families provided a service (e.g. parenting) with the “identical” group of families who did not receive the service, the difference in the abuse/neglect rate reflects the effectiveness of the program. If the matching occurs with the important variables influencing subsequent maltreatment, the comparison should recognize the effectiveness of a program. This evaluation system can also recognize the comparative effects of different programs – serving a child at home with extensive programming versus placing a child in foster care for five years.

Quantifying the effectiveness of programs can be useful. Despite the importance of quantifying the effectiveness of programs, the effectiveness estimates recognize the client population served in the past. More useful information would be the effectiveness of the same program after service matching was used. Statistical simulations can quantify the effectiveness of programs as though service matching had been used for all programs. This information recognizes the maximum effectiveness of the current system with the current client population. Although the optimal effectiveness cannot be achieved unless numerous beds are vacant, effectiveness of a system can be improved by better aligning the array of programs with child/youth/family need.

Ethnic and Racial Disparities: Disproportionate minority involvement is well documented in the child welfare system. The child welfare system can exacerbate ethnic and racial disparities if their programs are not equally or more effective with minority populations. Quantifying the effectiveness of programs

for different ethnic groups, identifying the best programs for minorities, and ensuring adequate programs beds are available to minorities can temper disproportionality after being served by the child welfare system. The research methodologies necessary to improve programming to minorities are described below.

What is the effectiveness of programs serving ethnic minorities? By using a research methodology of “propensity matching” the system identifies control groups for each program and service.

Each treatment minority youth would be matched with a demographically identical “twin” who does not receive treatment but is the same ethnic minority. The matching variables include youth characteristics known to be statistically associated with the outcome (i.e. probability of maltreatment).

Current academic evaluations typically require years of service and additional time to quantify program effectiveness. Automating the evaluation system and providing feedback to each program is crucial to improving the existing system. Quantifying program effectiveness cannot tolerate years of service before determining a program is ineffective and requires support and technical assistance to improve outcomes. This matching process provides immediate results for both programs and those funding the program. In addition, the propensity matching system allows program effectiveness to be quantified for every program; program effectiveness requires time after treatment but does not require a finite period (e.g. 3 years).

Do some minority populations demonstrate improved outcomes with some programs? Can we identify the best program for each minority youth? For every minority youth being considered today, there are many similar minority youth who were previously served. Knowing how these similar minority youth did with each program will identify the best program for new youth. Researchers can estimate the success rates for each new youth referred to each program by developing equations. Identifying the best program for each new minority youth is simplified using these equations. If success rates differ dramatically among programs for minority youth, “service matching” may improve minority youth outcomes with little investment.

Can we identify the best treatment programs for each minority population? Quantifying the effectiveness of programs will generally identify the best programs for each minority population. If program effectiveness estimates are available, most administrators would enlarge the best programs and eliminate the least effective programs. Although logical, the effectiveness of the program could be

low if the wrong youth are referred. To insure the best programs are identified despite using data where the wrong youth population is referred, a different methodology was developed.

Some research methods are best explained through example. For this example, we will have 1000 minority youth being served by 10 residential programs each with 100 beds. All 1000 youth are awaiting placement in the 1000 beds within the 10 residential treatment facilities. An equation has been generated for each program; that equation quantifies the likely success for each new minority youth. We randomly select one of the 1000 youth awaiting placement and consider each of the 10 residential programs. We have estimates of success for this minority youth for each of the 10 programs; we place the first randomly selected youth with their “best” residential program. You randomly select a second youth from the 999 remaining minority youth and place that individual with their “best” program. The first and second randomly selected youth may be placed with the same residential program if they have similar characteristics and similar histories. If the youth are very different, each will likely be placed with a different residential program. As you continue to randomly select youth and place each with their program that has historically done well serving similar youth populations, eventually one residential program will fill their 100 beds. This program is your best residential program for minority youth. Eventually the second program reaches capacity, then the third program, and so on. Youth selected late will not be placed with the “best” program but will be placed with the “best available” residential program. The difference between the “best” placement for each minority youth and the best available bed recognizes the lack of congruence between minority youth needs and services available. When this methodology is repeated 1000 times, a ranking of programs can be determined.

If the best treatment bed is not available for a minority client, can we quantify the effects of being served by a less desirable program? Minority youth accessing their “best” program will have more successful outcomes than individuals who cannot access their best program. When the best program is filled, the next best available program is used. The difference between the two programs can be quantified. For example, if a youth’s success rate for their best program for a client is 75% and success rate for the next best available program is 50%, the likelihood of success for this youth is 25 percentage points lower if the best program has no available beds. When the difference is summed for every minority that is not placed in the optimal program, the decreased success attributable to availability can be quantified. This decreased success rate recognizes the misalignment between the types of beds offered by the programs and the actual beds needed for youth. This misalignment between beds

provided and beds needed should decrease over time. Although the optimum system will perfectly align the types of beds with client need, achieving that optimum will be difficult. Despite difficulty achieving perfect alignment, agencies should quantify differences and modify contracts to better serve the minority client population. Agency metrics that estimate performance should include the difference between the current state and the ideal state. The “ideal” state would reflect the perfect alignment between beds provided by the agency and the beds needed by the minority youth. The metric would identify changes necessary to better align programs’ strengths with youths’ needs.

Can we identify the minority populations not well served with existing services? The methodology described above identifies the best program for each minority population. Minority youth entering the child welfare system will have some programs with proven success rates for similar youth. In addition to some very good programs, incoming minority youth will have some programs with lower success rates serving similar youth. Although most incoming minority youth will have a mix of “best” and “worse” programs, some minority youth will have less than optimal success estimates from existing programs. These youth cannot benefit from the existing group of programs. Identifying the group of minority youth not adequately served with existing resources is the first step toward developing a new program that fills an existing service gap. Profiling youth with low success rates should allow treatment experts to develop new programs that cater to the needs of this population.

Oregon's Child Welfare Research Agenda – where we are today and where we are going

The current Oregon Child Welfare research agenda reflects the immediate needs of the agency – reduce the numbers in foster care, become less risk adverse, identify the appropriate number of beds needed to best serve our children/youth, recruit/develop/retain the best caseworkers, and develop recruitment/retention strategies for our foster parents. The agenda was finalized in January 2018 and the research should be completed by mid-2019; although the research will be completed by mid-2019, implementation will require additional time.

Below are brief descriptions of the current projects and their current state of completion. This narrative is followed by a list of proposed projects expected to move child welfare towards a data informed agency.

Current Research

Assessing risk/safety: the Allegheny County screening model coupled with a bias adjustment (i.e. removal of bias from the administrative data) has been completed. Pilot sites will begin using these equations at screening in November 2018. The statewide centralized hotline should be fully functional by summer 2019 and will use the bias adjusted algorithms. The equations for risk/safety for children returning home are developed or nearing completion. The equations consider subsequent abuse/neglect, return to foster care, and subsequent allegations of abuse/neglect. Bias adjustments or fairness corrections will be incorporated into all risk/safety estimates.

Disproportionality and bias adjustments: The cumulative effects of implicit bias in multiple systems creates disproportionality in many social service systems. Minority or designated populations are more likely to develop criminal histories, more likely to be incarcerated, more likely to leave school, less likely to have a family wage job, and more likely to be referred to the child welfare system. Caseworkers assessing options for children and families use biased data to make informed decisions. Although these biased decisions are routinely made today by child welfare systems, predictive analytics has been criticized for perpetuating bias and disproportionality by using biased data to generate risk/safety

estimates. Although predictive analytics has not created disproportionality in child welfare systems, predictive analytics can recognize the effects of bias and make appropriate adjustments to the risk/safety estimates. Oregon is using an “error rate balance” methodology to minimize bias when using administrative data to estimate risk/safety. Balancing false positive rates with false negative rates is one approach to minimizing the effects of bias on risk/safety estimates. These fairness estimates can be applied to all risk/safety equations along the child welfare continuum.

Incorporating fairness estimates in all risk/safety estimates will help reduce disproportionality but more can be done. Each minority and designated group will have their own research agenda that reflects where disproportionality increases along their child welfare continuum. The Relative Rate Index (RRI) recognizes where disproportionality increases along the child welfare continuum and conducting research where disproportionality dramatically increases can further identify biased decisions that impact family outcomes. The RRI estimates recognize where research can help find answers such as:

- Does congruence between the family’s ethnicity/culture and the caseworker’s ethnicity/culture influence casework decisions?
- Are services equally effective with all groups?
- Are thresholds for removal and thresholds for return home similar for all child welfare populations?
- Are some communities less likely to refer families to child welfare until situations become extreme?

Aligning child/youth needs with substitute care beds: The casereading (i.e. 1250 cases of children entering care) is nearing completion and committees have identified the best placement for most sampled children. The committee recommendations will be compared with results from an analysis that identifies the best bed for each child/youth (e.g. foster care, day treatment, DD group home, proctor care, residential treatment, etc.). Best bed considers “identical twins” placed in different types of placements. Best is considered the bed type with the fewest moves or where children/youth move to less restrictive placements in the year after entering care. This information coupled with an inventory of existing beds should identify where recruitment/expansion of existing beds needs to occur. The types of beds consider other factors – culture, sibling groups, special needs and other factors. Future research will expand the outcomes considered with identifying the best bed – high school graduation rates, income as an adult, and involvement with the criminal justice system.

Retention of caseworkers: Overburdened caseworkers become disillusioned with casework and change professions. Knowing which caseworkers are becoming disengaged will help with retaining the best

staff. A staff engagement survey conducted every 3 months allows researchers to associate time with the agency and engagement. Knowing when the honeymoon period ends, knowing why caseworkers become disengaged, and knowing which caseworkers are becoming disengaged allows child welfare to respond accordingly. New positions were created to support new caseworkers and prevent disengagement. Identifying caseworkers who are starting to become disillusioned and providing the necessary support will help retain casework staff.

Dynamic risk: Predictive analytics should improve child welfare outcomes, should improve system efficiency, and should focus resources on families with the greatest need. Most estimates of risk/safety are derived from cohort studies that recognize risk/safety after a particular event – an allegation of abuse/neglect, return home from foster care, etc. Once the clock starts, new events that impact risk/safety estimates are not accurately acknowledged. Covariates that align risk/safety estimate are constant and often estimated before an event occurs. In reality, the effects of the covariates differ along the child welfare continuum – a substantiated abuse/neglect allegation before entering foster care may have a different effect than an abuse/neglect allegation after a child is returned home. Knowing the effects of a new event should be an important consideration in a system heavily reliant on predictive analytics. In addition to accurately estimating risk on any given day, the methodology could allow caseworkers to simulate likely events and identify the best programs and best options for each family.

Longitudinal dataset: Understanding the social determinants associated with negative family outcomes allows experts to design prevention programs to divert children and families from child welfare involvement. Outcomes result from many decisions and someone's movement toward a negative outcome can generally be detected long before the outcome occurs. Identifying where the negative trajectory diverts from the positive trajectory also recognizes where prevention services should be provided. Researchers can differentiate two groups just before the negative outcome occurs; researchers can also move "upstream" until the two groups cannot be statistically differentiated – this is where the two trajectories begin to separate. Designing services, quantifying their effectiveness, and assuring service matching algorithms are used should make the service delivery system more efficient and more effective.

Implementation: There are necessary components to creating a data informed system. The most important components include leadership, data, analytic capability, a culture, and the ability to implement the research. The best research implementation combines science and art. Project

managers responsible for operationalizing the research must understand statistical techniques, methodology, data analysis, and be able to interpret results. These same project managers also need to understand the business, convene workgroups, identify solutions, and ensure those using the empirically-derived tools understand their utility. Without a good implementation system, a child welfare system cannot become data informed.

Caseload/workload: Estimates of proper caseloads are often not empirically derived. Associating caseload with client outcomes (e.g. return home rate, abuse/neglect rate, etc.) allows legislators to make informed decisions about how their funding decisions. Caseload estimates are population dependent and national estimates may not be adequate for some jurisdictions. If the current research effort does not identify a distinctive association between caseload and family outcomes, other important metrics associate with client outcomes will be considered (e.g. face-to-face time with families).

Future Projects

Estimating the community effect: There are some communities where researchers overestimate the likelihood of abuse/neglect and other communities where researchers underestimate the likelihood of abuse/neglect. Neighborhoods with more libraries, less serious crime, more diversity, and less poverty are associated with lower rates of child abuse. Most predictive analytics efforts concentrate on individual estimates and less on community effects. Geospatial mapping can recognize the neighborhoods where additional support would benefit the child welfare families. Coupling community effects with resources can help needy families negatively affected by neighborhood influences.

Estimating perpetrator risk: Most actuarial risk equations consider “family factors” and child characteristics. Many child welfare involved families who severely abuse their children often contain a violent individual and that individual usually has a violent history. Estimating risk for severe abuse by accessing corrections and law enforcement data should be considered. When these high-risk individuals are recognized on screening reports, child welfare should respond. Eliminating or reducing the number of child fatalities or children severely injured by caretakers has been difficult. Assessing the likelihood of violence for caretakers involved with child welfare is one option for reducing child fatalities.

Million dollar block: Some of the best solutions to child welfare issues are suggested by members of the community. If the communities of greatest need have not fully benefitted from state support, local

solutions may be more effective. The state has the data and the analytic capability to identify the communities of greatest risk; analyzing the data and providing the results to the local leaders allows for local solutions. If the neediest communities are to benefit from data informed efforts, a state-community collaboration is necessary.

Effects of placement: Child abuse can have a life-long effect on a child; a placement into substitute care and separation from a family can also have a lifelong effect on a child. Although some children flourish in substitute care, many do not. Caseworkers contemplating a placement consider child safety but often do not consider the effects of the foster placement on the child. If caseworkers knew the foster care placement would lower the likelihood of high school graduation, increase the likelihood of becoming drug addicted, and increase the likelihood of become a parent on a child welfare caseload, some removals would not occur. If the effects of the foster care placement far outweigh the effects of reabuse, in-home services should be provided. In addition to knowing the effects of family separation on child outcomes, the effects of reabuse should be quantified. The relative effects of family separation and reabuse should be strong considerations when making placement decisions. The effects of a placement would not be considered in severe cases of child abuse.

Cause-effect methodologies: Many research methodologies accurately estimate risk but do not necessarily couple that risk with a program/service. There are statistical methods that help identify the “root cause” associated with a risk score. In reality, caseworkers review assessments and identify the best programs/services for a particular family. Cause and effect is implied or strongly suggested. Analyses that identify the factors associated with higher risk/safety scores would be useful to caseworkers.

Typologies: “Needs” typologies can be useful to practitioners. The individual’s needs and challenges is useful when identifying the path to success. Knowing how to best serve particular subpopulations through data analysis can assist front-line staff.

Quantifying caseworker effectiveness: If all caseworkers served the identical families, the caseworkers with the best family outcomes could be considered the best caseworkers. Identifying these staff by assessing their family outcomes is the first step in recognizing the characteristics of Oregon’s best caseworkers. Statistically, researchers can identify the best caseworkers by assessing family outcomes. The risk/safety equations can recognize the expected outcomes of the families served; the expected outcomes compared with the actual outcomes recognize the relative effectiveness of different

caseworkers or groups of caseworkers. The same methodology can estimate effectiveness of branches, groups, or supervisors. Those using this methodology should recognize characteristics of successful caseworkers may not be fully transferable if client populations differ substantially among geographic locations.

Pay for performance: There have been some recent efforts to change how states fund programs/services. Transferring the best of the private sector to the public sector might be useful. One compelling suggestion reimburses service organizations for successfully serving families and saving state resources. Some of these savings would go to the programs for successfully diverting families from the child welfare system. The details of the agreement between the state and the organization will determine if the project proceeds. The public-private collaborations can provide some benefits including:

- Providing incentives and encouraging the best programs to serve the most difficult clients
- Requiring program evaluation and feedback to all programs
- Creating a prevention system in each community
- Creating a partnership and sharing of the responsibility for child well-being

To successfully create a “pay for success” project, a number of questions must be considered before a pay-for-performance project can be operationalized including:

- How is effectiveness quantified? How many are diverted from the child welfare system?
- How often are payments made to the provider in the follow-up periods that last 5-18 years?
- How much of the savings goes to the state and how much to the provider?
- How many outcomes/agencies should be considered for the financial savings?

There are many solutions to these questions but simple solutions are required if the state and the provider are going to partner on a pay for success project. If the provider identifies those qualified for their service, researchers could pair individuals and randomly assign individuals to the service and the control. Treatment costs can be compared to the control group costs to quantify savings; funds could be disbursed annually and final payments could be made as youth transition to adulthood. Savings for the state should be diverted to an account until the children/youth can no longer be served by child welfare.

This system recognizes actual savings, allows for annual payments, and insures the state pays no more than expected if the service is not effective.

Text analytics: Administrative data are used to generate estimates of risk/safety. Many caseworkers rely on narrative explanations to document issues associated with casework decisions and most caseworkers are less likely to consistently and routinely document case facts using administrative data. Coupling the administrative data with analysis of the narrative summaries could be useful. Text analytics of caseworker narratives is being tested in Oregon.

Create a DHS and State research agenda: Most research agendas consider outcomes from a single program – Child Welfare, Self-Sufficiency, Aging and People with Disabilities, Vocational Rehabilitation, and Intellectual and Developmental Disabilities. Legislative processes often pit one social service program against another when allocating new resources. In reality, one program’s success will have a positive effect on another program. Recognizing the flow of families and individuals between social service agencies can identify how the Department can better use resources to better serve families. A concerted effort to recognize how child welfare influences multiple outcomes represents the first step to transforming five siloed agencies into one social service Department. The same effort should exist for all state agencies – education, health, social services, corrections, employment and others. Documenting the flow of individuals through the service systems can recognize where resources can impact numerous outcomes. Having researchers and economists recognizing the most effective prevention services will minimize the families that gravitate toward negative outcomes.

This document recognizes the progress in the first year at DHS and identifies the potential projects considered for the next couple years. The attached “Research Agenda” provides more detail on the methodologies and considerations cited in the projects listed above. The typology was developed at the Oregon Youth Authority and illustrates how typologies could be used by practitioners to make informed decisions. We are asking for input on our “Future projects” list before the second Child Welfare Research Agenda is developed.

Oregon Department of Human Service

September 2018

Fariborz Pakseresht

Paul Bellatty

Marilyn Jones

Kirsten Kolb

From: [KONDAYEN Kate * GOV](#)
To: [MORAWSKI Lisa - CEDO](#)
Subject: FW: Draft talking points, fact sheet on Promise for Ben's NPR interview
Date: Friday, August 31, 2018 10:16:57 PM
Attachments: [Oregon Promise messaging and talking points v2.dotx.docx](#)

I'm probably not going to wade into this, please let me know how it looks to you?

From: HARTIGAN Endi <Endi.Hartigan@state.or.us>
Date: Friday, August 31, 2018 at 4:09 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: Draft talking points, fact sheet on Promise for Ben's NPR interview

FYI- I am still getting some edits here, but I've compiled some talking points and most recent background facts on the Promise organized around frequent interest areas. I think this interviewer is most interest in a general overview Oregon's program with respect to students, eligibility, and how ours may differ from other states. I can share this with you when it is final too but I am in meetings most of Tuesday morning so will have limited time before this and wanted you to have a chance at peeking at this.

Best,



Endi Hartigan
Communications Director
Office of Executive Director, Policy, and Communications
HIGHER EDUCATION COORDINATING COMMISSION
www.oregon.gov/highered
Office 503-378-6769 | Cell 971-701-4032
[Join our mailing list for updates](#)

DRAFT Oregon Promise Talking Points and Fact Sheet

August 31, 2018, for use in NPR Interview September 4, 2018

Key Messages

- **Oregon Promise is helping thousands of recent high school graduates and GED recipients afford community college. The program has shown high demand and exciting preliminary results in its first two years.**
- **Increasing affordable pathways to higher education is one of our key strategic priorities to help us advance toward our state education goals.**
- **We are proud that Oregon was the second state in the nation to launch a Promise program and it is an important component in the state's investments in postsecondary affordability and success.**

How the Promise works:

- **Timeline of creation:** Oregon first awarded grants in 2016-17, and this fall we will be awarding for the 3rd Year of the Oregon Promise. The Oregon Legislature passed legislation in 2015 (Senate Bill 81 in 2015) launching the program.
- **In relation to other financial aid:** The Oregon Promise is Oregon's second largest state funded financial aid program, after the longstanding need based program the Oregon Opportunity Grant, and is a key component of Oregon's state financial aid investment.
- The program is administered by the HECC-Office of Student Access and Completion.
- **Eligibility and basics:** Oregon Promise is a state grant that helps to cover most tuition costs at any of Oregon's 17 community college for recent high school graduates and GED® test graduates. More information on eligibility and details is here:
 - <https://oregonstudentaid.gov/oregon-promise.aspx>
 - <https://oregonstudentaid.gov/oregon-promise-faq.aspx>

Unique qualities and successes:

- **Oregon found a way to make sure low-income students are not left out and can get help with non-tuition expenses.** While it is last dollar program like in many other locations (it comes in after Pell Grants and the state need-based aid program, the Oregon Opportunity Grant) students whose full tuition is covered by these other grants may be eligible for a \$1,000 Oregon Promise grant to cover expenses beyond tuition.
- **Our preliminary results are “promising”** and we are tracking the program to understand and steer its student success outcomes:
 - The year the program was launched there was a surge in FAFSA completion statewide, and Oregon actually [saw the highest percent increase in FAFSA completion in the nation.](#)
 - When the program was launched, we also saw more 18-year-olds enrolled in community colleges.

- The surge associated with the Oregon Promise in 2016-17 appeared to be partly responsible for leveraging significantly more Pell Grants for Oregon students. (We also increased our outreach and school partnership efforts during this time).

Number of students served

- **About 12,600 students have been served so far in the first two years of the program.**
 - In 16-17, 6,995 students received the award. In 17-18, 9,458 students received the award (This includes 5,674 new students and 3,784 returning students from 16-17).
- **In 18-19, we do not have the tallies finalized but about 15,400 new and returning students have been informed they are eligible to receive the award.** We will not know how many recipients we have until students enroll in community colleges and accept the award. Of the 15,400:
 - 10,276 are new students
 - 3,940 are returning students from 2017-18
 - 1,211 are returning students from 2016-17

The Funding Story:

- **First year of funding:** Oregon is on a biennial budget. The first investment in the Promise was for the single year 2016-17, the second year of a biennium, and the total state support during that first year was approximately \$12M which fully funded the program as designed.
- **This biennium:**
 - For the second biennium (2017-2019), the state maintained funding for the Oregon Promise for the biennium at \$40 M. With this investment, Oregon extended grants for first-year awardees and added grants for the upcoming new cohorts of eligible students entering community college in the 2017-18 and 2018-19.
 - The \$40M State investment for this biennium fell \$8M short of our full projected cost for the status quo program in the upcoming biennium. In light of this shortfall, the Oregon Legislature through Senate Bill 1032 gave HECC permission to implement limitations on eligibility for new grant applicants, using criteria based on expected family income (EFC). Oregon implemented an EFC limit in 2017-18.
 - With the EFC limit, we were still able to award grants to about 4 out of 5 of applicants who were otherwise eligible.
 - For 2018-19, based on current funding and projected participation, we were able to remove the EFC limit for this academic year, fully funding grants to eligible students. We are currently developing budget recommendations for the upcoming biennium.
- **Upcoming budget:** We are in the midst of the budget development process for 2019-21. The process is for our state agency and commission to make a recommendation to the Governor on the higher education budget including the Promise budget, and then the Governor will announce her recommended budget later this year.

Breakdown of the grant awards according to income:

- The program was initially designed in statute to have no income-related criteria so it serves students across all income levels.
- **In general, since the program is designed as a last dollar program, the larger percentage of total funds disbursed goes to non-Pell eligible (higher income) recipients, while the breakdown of the student funded cuts across all income levels.**
- We applied income-related (EFC) criteria in our second year because of the funding shortage so as you would expect, the distribution of the participants has changed from one year to the next.
 - In 2016-17: 53% of recipients had EFCs such that they did not qualify for the Federal Pell Grant.
 - In 2017-18, 39% of the new cohort, and 43 percent of all participants (including continuing students) did not qualify for the Federal Pell Grant.
- Additional data on EFC breakdown for the very first fall cohort (2016-17) is available in this report here, including estimated EFC breakdowns by dollars awarded, but it does not include 2nd year data. [Report to the Oregon Legislature: First Term of the Oregon Promise](#)

Challenges:

- One challenge is we had a **short period of time to launch and implement the program** from the time legislation passed in 2015 to the first awards in fall 2016. We are proud of our agency team for successfully marketing, launching and administering the program and seeing tremendous student interest and turnout.
- As with a new program, we had **limited information on how to project demand**; so we had the welcome challenge of larger-than-expected demand for the program the first year. We asked for, and thankfully the Oregon Legislature awarded, additional funds in the first year of the program since more students sought to participate than anticipated.

From: [KONDAYEN Kate * GOV](#)
To: [HARTIGAN Endi](#); [MORAWSKI Lisa - CEDO](#)
Subject: Re: Draft talking points, fact sheet on Promise for Ben's NPR interview
Date: Friday, August 31, 2018 10:17:10 PM

Thanks, Endi!

From: HARTIGAN Endi <Endi.Hartigan@state.or.us>
Date: Friday, August 31, 2018 at 4:09 PM
To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>, MORAWSKI Lisa - CEDO <lisa.morawski@state.or.us>
Subject: Draft talking points, fact sheet on Promise for Ben's NPR interview

FYI- I am still getting some edits here, but I've compiled some talking points and most recent background facts on the Promise organized around frequent interest areas. I think this interviewer is most interest in a general overview Oregon's program with respect to students, eligibility, and how ours may differ from other states. I can share this with you when it is final too but I am in meetings most of Tuesday morning so will have limited time before this and wanted you to have a chance at peeking at this.

Best,



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From: [KONDAYEN Kate * GOV](#)
To: [EDLUND Tina * GOV](#)
Cc: [ROMAN Linda * GOV](#); [KORESKE Debbie * GOV](#); [PAIR Chris * GOV](#); [BLOSSER Nik * GOV](#)
Subject: Re: Health Care Whitepaper
Date: Friday, August 31, 2018 10:43:47 PM
Attachments: [Health Care whitepaper 8-31-18 KK1.docx](#)

Keeping everyone else looped in as an FYI.

Tina, once you review and accept changes and read through the notes, we can decide if Nik/Debbie need another pass at this in Word, or it's okay to move on to layout. If we think it's okay to go, I would prefer to go ahead and get this in layout this weekend so that next week is less frantic.

I had minor structural and content changes as well as some wording and many copy edits. Some of the formatting changes were to align with other papers and to anticipate accommodations in layout. Happy to chat through anything.

Thanks!

Kate

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>
Date: Friday, August 31, 2018 at 4:23 PM
To: BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>, KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>
Cc: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>, KORESKE Debbie * GOV <Debbie.KORESKE@oregon.gov>
Subject: RE: Health Care Whitepaper

I agreed with most of Nik did, with two small exceptions:

1. One of the bullet points that was eliminated included language about increased coordination between the tribes and CCOs. This is very important to them, but rather than add the separate bullet point back in, I added a phrase in the bullet about improving our data on equity...see if that works.
2. Two of the recommendations about healthy families were struck and they need to stay in. One was the home visiting recommendations, which the MAIN recommendation coming out of the Children's Cabinet health work group; the first stage is Medicaid. The second is about adverse childhood events, which ties this to the foster care work and the healthy families work. I think these two bullets can be rolled into one, but we definitely shouldn't lose them. Sen Steiner Hayward particularly would wonder about that.

Otherwise, I'm good.

T

From: BLOSSER Nik * GOV

Sent: Friday, August 31, 2018 1:04 PM

To: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>; KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>; KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>

Subject: Re: Health Care Whitepaper

Hi – In terms of the copy, two main comments:

1. The Exec summary is way too long. This is an exec summary. You can say all you want about the detail about behavioral health, oral health and addiction and recovery, but we need to say that in three sentences in the exec summary part and longer in the detail. So I hacked it back again. See attached.
2. There are way too main bullets underneath some of the agenda items. I deleted a bunch. There are still too many in #5. You will see when this gets to layout, so I'm trying to simplify and avoid that. If I cut anything that shouldn't be, you can only put it back if something else that's the same length or longer is cut . ;>

Thanks. Looking forward to seeing the next draft in layout.

- Nik

Nik Blosser
Chief of Staff
Oregon Governor Kate Brown
503-373-1565

Assistant: Jen Andrew
jennifer.j.andrew@oregon.gov

From: EDLUND Tina * GOV <Tina.EDLUND@oregon.gov>

Date: Thursday, August 30, 2018 at 8:18 PM

To: KONDAYEN Kate * GOV <Kate.KONDAYEN@oregon.gov>

Cc: ROMAN Linda * GOV <Linda.ROMAN@oregon.gov>, KORESKEI Debbie * GOV <Debbie.KORESKEI@oregon.gov>, BLOSSER Nik * GOV <Nik.BLOSSER@oregon.gov>

Subject: Health Care Whitepaper

Kate,

Here's the next version of the Health Care Agenda. I've gone through and accepted Nik's changes, with one exception—he deleted language about addressing oral health which will be important for stakeholders to see, so I think it should stay. Otherwise, I think I caught the changes he made for strategies, collapsing bullets into strategies, etc. If I missed something, it's just an oversight, not an intentional choice.

I didn't format much...didn't have the instructions at my fingertips.

I think it'll probably be best to simply restart the layout work. There are so many changes that I think it'll be more work to enter the changes than to start over.

Let me know what you need next.

T

Tina Edlund
Senior Health Policy Advisor
Office of Governor Kate Brown
(971) 209-0604

Healthy Oregonians: Sustaining the Oregon Model of Health Care Coverage, Quality, and Cost Management

Kate Brown, Governor

Tina Edlund, Health Policy Advisor

Vision and goals

Governor Brown's vision is that all Oregonians to deserve have world-class health outcomes, regardless of who they are or where they live.

Executive Summary

Oregon is a national model for health care reform. For nearly a decade, Oregonians have been involved in intense efforts to create a person-centered, coordinated, community-based health care system that focuses on improving individuals' health while also improving the quality of health care quality they receive, reducing controlling costs, and eliminating health disparities. We have seen remarkable gains, but there is still more work to do.

Our goal in Oregon is and always has been to create the conditions and incentives for Oregonians to be healthy and to live healthy lives.

Under Governor Brown's leadership, 94% percent of all Oregonians and 100 percent% of children now have access to quality health care coverage, and we intend to build on and extend that success. But coverage alone does not create health. Governor Brown's vision means that we must also improve the conditions in which Oregonians and their families are born, live, learn, work, and grow older age. A central goal is to ensure that as we work toward world-class outcomes, we develop a shared vision of integrating fully integrate health equity, tribal, and racial justice into our charge to focus on social determinants of health. In so doing, we will continue to build thriving communities for all ages and abilities. The pathway to improved health includes increasing connections between health care and early learning, human services, social supports, as well as and affordable housing and mobility options to address social factors that influence health. Our goal in Oregon is and always has been to create the conditions and incentives for Oregonians to be healthy and to live healthy lives.

8/31/2018 10:03 pm

A key strategy to achieving lower costs, better outcomes and better health is to reduce the siloes ~~and fragmentation~~ in health care. Physical health, mental health, substance use disorder treatment ~~and recovery services~~ and oral health services are too often delivered in separate, fragmented ways. ~~By~~ By integrating these services, we can expand access to appropriate treatment at the right time and the right place, and maximize the opportunity to achieve better health outcomes.

Meaningful improvement in health requires having the same kind of access to mental health, and substance use disorder treatment as we have for physical health care. The same is true for oral health services.

Finally, a healthy population requires a 21st century public health system with the capacity and resiliency to provide foundational public health services across the state, such as communicable disease control ~~and~~ chronic disease prevention, and emergency preparedness. Our public health system is essential to supporting healthy lives and should be focused on upstream prevention and protections of Oregon's population.

To continue Oregon's leadership in providing essential health insurance coverage at a reasonable cost, the Governor's plan to sustain health transformation focuses on the following strategies:

1. Ensure Oregonians' access to health insurance coverage
2. Improve overall health outcomes through CCO 2.0
3. Control long-term cost growth in health care spending
4. Use reinsurance to keep rates affordable in the private market
5. Increase investments in mental health and addiction prevention and treatment, including suicide prevention
6. Modernize public health
7. Increase capacity, retention, and diversity in Oregon's health care workforce; emphasize cultural responsiveness and language accessibility
8. Good jobs = better health

~~This is the important and natural next stage of health reform in Oregon~~

When people have access to health care, communities are healthier. More people can work, go to school, and contribute in other ways to their local economy. Employers benefit from a healthier workforce, lower insurance costs, and less absenteeism. Fewer people turn to social services. In 2010, nearly 1 in 65 Oregonians lacked health insurance coverage. Oregon's lawmakers, stakeholders and advocates have worked for a decade to ensure that there are comprehensive health insurance options available for Oregonians and because of that work, today, 94 percent of all Oregonians have health coverage.

~~In addition, b~~ Between Medicaid, the Public Employees' Benefit Board (PEBB) and the Oregon Educators' Benefit Board (OEBB), the state purchases health care coverage for approximately

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1.2 million Oregonians. There are over 115,000 Oregonians who also purchase federally subsidized coverage through the state's Health Insurance Marketplace, which allows individuals to obtain affordable quality health insurance coverage. Each of these sources of coverage have been key to bringing Oregon's uninsured rate down from 17 percent in 2010 to 6 percent in 2017.

In 2017, Governor Brown further broadened coverage by signing ~~into law~~ "Cover All Kids" ~~into law~~, which extended eligibility for medical assistance to all Oregon children residing in families with incomes up to 300 percent of the federal poverty level. The legislature also provided funding in the individual private health insurance market for assistance with premiums and out-of-pocket expenses for qualified citizens of the Compact of Free Association (COFA) Pacific Island nations who are residing in Oregon.

Although there is more work to do to improve affordability and sustainability, this expanded coverage has brought important benefits by dramatically improving access to care, improving the quality of care, ~~containing costs through prevention and early intervention~~, and ~~by creating thousands of new~~ more than 23,000 new health care jobs across Oregon¹. Medicaid coverage is an effective antipoverty program: ~~as well~~, in a 2017 study of ~~various~~ social programs' impact on poverty, Medicaid accounted for a 3.8 percentage point reduction in the poverty rate, ~~and it is particularly important for~~ with even higher rates of alleviating poverty among people of color. The study showed that Medicaid coverage reduced poverty rates of ~~Hispanics-Latinos~~ by 6.1 percentage points and African Americans by 4.9 percentage points.²

In the next chapter of health care transformation and innovation, Governor Brown is prioritizing the need to improve the social conditions of communities across Oregon.

Medicaid and Coordinated Care Organizations (CCOs)

Oregon has a long history of bipartisan support to provide effective ~~and accessible~~ health insurance coverage for as many Oregonians as possible. ~~The goal is to improve health care quality, measure health outcomes, and involve the community in setting health care priorities.~~ In 2012, as part of a Medicaid 1115 waiver, Oregon received \$1.9 billion in additional federal funding over ~~five~~ 5 years in exchange for a commitment to improve health care access and quality—~~as well as reduce increases in per capita health care spending—~~by focusing on population health, prevention, care coordination, and primary care.

Oregon ~~has successfully~~ met those commitments ~~successfully~~ by creating Coordinated Care Organizations (CCOs), ~~which were~~ a new form of managed care organization defined by a ~~new~~

¹ <https://www.95percentoregon.com/increased-employment.html>, Accessed 8-29-18.

² Remler, DK., Korenman, SD., Hyson RT., "Estimating The Effects Of Health Insurance And Other Social Programs On Poverty Under The Affordable Care Act" *Health Affairs* 36 No. 10 (2017): 1828-1837. DOI: 10.1377/hlthaff.2017.0331. ~~Health Affairs, 36, No. 10 (2017): 1828-1837 ©2017 Project HOPE - The People to People Health Foundation, Inc. (Accessed 8/17/18).~~

Commented [KK1]: This is a lot of information around what I imagine is a small population. Unless there is a stakeholder reason to include, I think it's a little too much information.

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broad governance structure, global budgets, accountability, transparency, and flexible spending. They are based in the community and charged with coordinating the physical, mental, addiction and oral health services of low-income Oregonians served through the Oregon Health Plan. Additionally, they are required to work with their Community Advisory Councils to develop and implement a Community Health Improvement Plans. In 2012, contracts were awarded to 16 regional CCOs with the expectation that they would make improvements in care while also living within a fixed global budget that could grow by no more than 3.4 percent per capita per year.

If CCOs stay within their budget target, meet their quality goals, and provide the required Medicaid services, they have the flexibility to implement innovative quality improvement programs and invest in health-related services that align with their Community Health Improvement Plan (e.g., such as housing supports, food security and community activities that support a healthy population). With flexible spending investments in community-based social services, CCOs have effectively redefined “physical health” to focus on a much broader definition of “community health.”

The state also set up an incentive pool to reward CCOs for meeting or exceeding targets on 17 quality measures, including:

- Cigarette smoking prevalence
- ~~Colorectal cancer screening~~
- ~~Childhood immunization status~~
- Controlling high blood pressure
- ~~Controlling blood sugar in people with diabetes~~
- ~~Application of dental sealants for children~~
- Depression screening and follow-up
- Prenatal and Postpartum care visits
- Childhood immunization status and developmental screening
- ~~Developmental screening for children~~

Commented [KK3]: I think 9 of 17 is just too many for an examples list, but if they all need to be there for stakeholder reasons, fine...

Oregon’s health system transformation efforts were based on best practices nationally—focusing on patient-centered primary care and bringing together behavioral health, primary health care, and oral health care—and they have worked. Oregon’s Medicaid reforms and the

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CCO model have saved taxpayers an estimated \$2.2 billion between 2012 and 2017,³ and CCOs are continuing to make progress on quality.

An independent analysis of Oregon's 2012-2017 Medicaid waiver supports these findings, showing that Oregon has spent less per Medicaid member than neighboring Washington, and that it has reduced emergency room visits and "low value" care.⁴ The latest metrics report shows improvements in several areas including ~~but not limited to:~~ dental sealants for children, adolescent well-care visits, effective contraceptive use, developmental screenings in the first three years of life, and in health assessments for children in foster care.⁵

³ <https://www.oregon.gov/oha/OHPB/MtgDocs/January%202016,%202018%20OHPB%20Retreat%20Board%20Packet.pdf>. See page 57. Accessed on 8-10-18.

⁴ Kushner, J. et al. "Evaluation of Oregon's 2012-2017 Medicaid Waiver." *OHSU Center for Health System Effectiveness*, 2017.

⁵ <https://www.oregon.gov/oha/HPA/ANALYTICS-MTX/Documents/2017-CCO-Metrics-Report.pdf>. Accessed on 8-10-18.

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An independent analysis of Oregon's 2012-2017 Medicaid waiver supports these findings, showing that Oregon has spent less per Medicaid member than neighboring Washington, and that it has reduced emergency room visits and "low value" care⁶.

Today, almost 1 in 4 ~~low income~~ Oregonians receive their health care through the Oregon Health Plan.

Current Landscape: Medicaid & ~~The Oregon Health Plan~~

In September 2017, Governor Brown asked the Oregon Health Policy Board (OHPB) to provide recommendations to the Oregon Health Authority (OHA) for how the state and CCOs can ~~further transform~~ advance health care ~~transformation~~ to ~~continue further~~ improving health outcomes, increase value, and hold down costs. Specifically, the Governor asked for recommendations ~~in the following areas~~ focused on:

- o ~~Focus on~~ Social determinants of health and equity
- o Increasing value and pay for performance
- o Improving the behavioral health system
- o Maintaining a sustainable cost growth

OHPB established work groups to address each of the Governor's outlined priority areas, held ~~10-ten~~ community meetings around the state with more than 500 attendees, established an online survey for broader public input, and obtained input from more than 25 Medicaid and/or health-related committees over the course of the year. ~~In total, OHA-OHPB~~ has received input from an estimated 2,500 Oregonians. OHPB's ~~final~~ recommendations are expected to be delivered to OHA in October 2018, in time to be included as appropriate in the CCO request for applications, expected to be issued in January 2019 for new five-year contracts effective January 1, 2020.⁷

The next phase of Medicaid transformation in Oregon, ~~(CCO 2.0)~~ will be in large part defined by the new CCO contracts.

Current Landscape: Addiction Treatment and Recovery

The indiscriminate chronic disease of substance use disorder (SUD) continues to plague Oregon families from all backgrounds. Nationally, the abuse of tobacco, alcohol, and illicit drugs is estimated to be responsible annually for more than \$740 billion annually in costs related to crime, lost work productivity and health care.⁸ Here in Oregon, the annual cost of SUD is estimated to be \$6 billion.⁹ Not only is this disease costly to our state, but it has significant detrimental impact on children and families.

Parents and caregivers who suffer with SUD expose their children to adverse childhood experiences, thus increasing the probability that kids will suffer from the same chronic illness, among other health issues.¹⁰ According to data in the Adoption and Foster Care Analysis and

Commented [TE4]: This is lifted from Jeff's paper.

Commented [KK5]: Tina, need a fact check, but the likelihood of other health detriments is higher in addition to risk for addiction, correct?

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Reporting System (AFCARS), caregivers suffering from SUD is frequently reported as a reason for removal, particularly in combination with child neglect.¹¹ Nationally, for almost 31 percent of all children placed in foster care in 2012, parental alcohol or drug use was the chief documented reason for removal. In Oregon, the situation is far worse. According to recent case reviews, nearly 75 percent of Oregon foster care placements involved parental substance use disorder.¹² We must break the cycle of addiction passed through generations.

While Oregon has made great strides in reducing both over-prescription of opioids and overdose related to opioid use disorder, much work remains to be done. As overdose deaths from prescribed medications fall, we are seeing a corresponding rise in those deaths related to illicit substances such as methamphetamine and fentanyl.¹³ As Oregon fights the ongoing opioid epidemic, we cannot lose sight of the need to address addiction related to all dangerous substances, including alcohol.

Finally, we cannot ignore the connection between substance use disorders and mental health disorders. Research shows about half of those who are diagnosed with a substance use disorder have also experienced mental illness.¹⁴ In addition, a recent review by the National Institute on Drug Abuse (NIDA), cites evidence that 60 percent of adolescents in community-based substance use disorder treatment programs also meet diagnostic criteria for mental illness.¹⁵

⁶ Kuschel, J., et al. "Evaluation of Oregon's 2012-2017 Medicaid Waiver." OHSU Center for Health System Effectiveness, 2017. www.oregon.gov/oha/ANALYTICS/Evaluation/2012-2017-Medicaid-Waiver-Evaluation-Report.pdf.

⁷ Draft recommendations are posted at <https://www.oregon.gov/oha/OHPB/Pages/CCO-2-0-recommendations.aspx>.

⁸ National Institute of Drug Abuse. <https://www.drugabuse.gov/related-topics/trends-statistics#supplemental-references-for-economic-costs>

⁹ Dishion TJ, Patterson GR. 2006. The development and ecology of antisocial behavior in children and adolescents. In D Cicchetti, DD Cohen (Eds.) Developmental psychopathology (pp. 503-41). Somerset, NJ: Wiley.

¹⁰ Choi, N. G., DiNitto, D.M., Marti, C.N. & Choi, B. Y., Association of Adverse Childhood Experiences with Lifetime Mental and Substance Use Disorders Among Men and Women Aged 50+ Years. *International Psychogeriatrics* 29(3): 359-372. doi: 10.1017/S1041610216001800

¹¹ Correia M. (2013). Substance abuse data in child welfare. *Casey Practice Digest: Substance Use Disorders in Families With Young Children*. Casey Family Programs. Issue 5.

¹² Paul Bellatty study from Rosa 2018 Oregon Department of Human Services case reading project with clearly defined measures of drug and alcohol abuse. Bellatty Paul

¹³ Oregon Prescription & Drug Overdose Data Dashboard, "Oregon Drug Overdose Deaths," The Oregon Health Authority. <https://www.oregon.gov/oha/PH/PreventionWellness/SubstanceUse/Opioids/Pages/data.aspx> accessed 8/20/2018.

¹⁴ Santucci K. Psychiatric disease and drug abuse. *Curr Opin Pediatr*. 2012;24(2):233-237. doi:10.1097/MOP.0b013e3283504fbf.

Ross S, Peselow E. Co-occurring psychotic and addictive disorders: neurobiology and diagnosis. *Clin Neuropharmacol*. 2012;35(5):235-243. doi:10.1097/WNF.0b013e328261e193.

Kelly TM, Daley DC. Integrated Treatment of Substance Use and Psychiatric Disorders. *Soc Work Public Health*. 2013;28(0):388-406. doi:10.1080/19371918.2013.774673.

¹⁵ <https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/1155-common-comorbidities-with-substance-use-disorders.pdf> Accessed on 8/28/18.

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But fragmentation in the health care system has created artificial silos between physical health, mental health and addictions treatment and services, which makes it harder for individuals to get their needs met while providers face barriers in information sharing and communications. Arcane billing rules that don't recognize whole-person treatment continue to present unneeded challenges to access. This means that Oregonians who struggle with substance use disorders and mental health challenges face barriers getting the services and support they need every single day. While Oregon's health care systems have worked toward a new model of care that coordinates physical and behavioral systems of care, it is past time for us to address the systemic and operational barriers that prevent individuals and their families from getting the right support at the right time.¹⁶

Current Landscape: Oregon Health Insurance Marketplace

In 2018, more than 156,000 Oregonians signed up for private health insurance through the Oregon Health Insurance Marketplace. More than 115,000 Oregonians have qualified for federal tax credits that make health premiums more affordable for moderate-income individuals and families. On average, Oregonians who bought health coverage through the Marketplace and received subsidies for 2018 plans had their premiums reduced by \$410 per month.¹⁷

The Oregon Reinsurance Program, created during the 2017 legislative session, protects and stabilizes all insurance companies within the individual market, which insures ~~around nearly~~ 200,000 Oregonians in every corner of the state. The positive effect of the Oregon Reinsurance Program provides relief for Oregonians and helps reverse some of the health insurance rate increases related to uncertainty caused by actions at the federal level. For 2018 and 2019 plan years, the program helped reduce individual market rates by approximately 6 percent, thereby strengthening our health insurance markets and assuring access to affordable health coverage.¹⁸

Stable and strong insurance markets contribute significantly to Governor Brown's priorities of supporting Oregon's families and children's access to quality health care. Lower rates also have a positive economic impact for small businesses and a thriving statewide economy.

Since 2017, federal actions designed to dismantle the Affordable Care Act continue to impose uncertainty and risk on Oregon's insurance markets. The repeal of the individual mandate, coupled with new federal regulations designed to expand association health plans and short-term, limited-duration health insurance policies, fragments a healthy and robust ACA risk pool and indirectly raises health insurance premiums. In the absence of state action, these federal

Commented [KK6]: Is it easy to provide context on how much of a cut that is? 50 percent of an average four-person family plan?

¹⁶ <https://www.oregon.gov/oha/HPA/CSI-BHP/Documents/Behavioral-Health-Collaborative-Report.pdf>, p. 3, Accessed August 28, 2018.

¹⁷ https://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/Marketplace-Products/2018_Open_Enrollment.html.

¹⁸ <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2832> and <https://www.oregon.gov/newsroom/Pages/NewsDetail.aspx?newsid=2170>.

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policy changes could lead to large premium increases and market destabilization. As such, Oregon must continue to find solutions to stabilize our health insurance markets and ensure affordable access to health insurance coverage for all Oregonians.

~~Work done to date~~ Key RECENT ACCOMPLISHMENTS Accomplishments to Date

~~Since entering office in 2015, Governor Brown has significantly~~ created value in Oregon's health care system. Some of the most significant achievements include:

- **Expansion of access to health care coverage and access to care** to 94% percent of adults and 100 percent% of children in Oregon.
 - ~~By directing agencies to maintain coverage for children on the Children's Health Insurance Program (CHIP) in the face of Congressional inaction, the Governor provided stability to 80,000 Oregon children whose access to health care was threatened;~~
 - ;
 - Guaranteed access to reproductive health care ~~by passing signing~~ via the Reproductive Health Equity Act (RHEA), which extends access to the full range of reproductive health services and post-partum care to people who can become pregnant, protects care for ~~the~~ people with private and employee-sponsored health care through no cost sharing or copays, and prohibits discrimination in the provision of reproductive health services.
 - Provided stability to 80,000 Oregon children whose access to health care was threatened by directing agencies to maintain coverage for children on the Children's Health Insurance Program (CHIP) in the face of Congressional inaction.
- **Addressing addiction prevention, treatment and recovery-**
 - Created the Opioid Epidemic Task Force in 2017 as part of a statewide effort to combat opioid abuse and dependency. The Task Force consists of medical experts, drug treatment specialists, and government officials. Their mission is to identify and implement efforts to address the growing opioid misuse and abuse across the state. Among other things, the Task Force has prioritized reducing the number of narcotic pills in circulation, improving access to high-quality treatment, facilitating data sharing and the promotion of cutting-edge education efforts; ~~and,~~
 - ~~Executive Order 18-01 Declared~~ substance abuse and addiction to be a public health crisis in Oregon and calls for the Alcohol and Drug Policy Commission (ADPC) to create a state plan around addiction, prevention, treatment, and recovery in Executive Order 18-01. Signed into law a related bill (HB 4137), requiring that the

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ADPC provide the legislature with recommendations for a strategic plan for addiction prevention and recovery.

- **Reducing health care disparities and expanding focus on social determinants of health.** Signed into law HB 4018, which requires Required that CCOs spend a portion of their annual net income or reserves on services designed to address health disparities and the social determinants of health (HB 4018).
 - **Protecting Oregonians from unreasonable health insurance rate increases.**
 - Signed into law the Oregon Reinsurance Program into law in 2017 to stabilize the individual health insurance market.
 - **Supporting Tribal health.**
 - o Governor Brown directed the Oregon Health Authority to work closely with Oregon's nine tribes to maximize a federal opportunity to claim 100% percent federal funding for health care services provided outside of tribal health facilities under specific care coordination agreements.
 - o Supported tribal-directed care coordination to ensure sustainability, better care networks and culturally appropriate care for Oregon tribe members.
 - **Controlling health care costs.**
 - o Signed into law cost containment measures directly affecting the Public Employees' Benefit Board (PEBB) and Oregon Educators' Benefit Board (OEBB) into law, including limiting annual premium increases and per member per month costs to no more than 3.4 percent%.
 - o Signed into law a prescription drug price transparency act (House Bill HB 4005) into law that creates transparency and accountability for rising drug costs. HB 4005 also created the Task Force on the Fair Pricing of Prescription Drugs.
 - o Signed into law Senate Bill SB 419 into law, which established the Joint Interim Task Force on Health Care Cost Review to explore opportunities to limit the growth of health care expenditures, address cost drivers, assess the potential impact and feasibility of the Maryland model, and consider and evaluate alternative models to control costs. The main recommendation of the Task Force is that the state establish a statewide health care spending target for the annual rate of growth of total health care expenditures in Oregon.¹⁹ and.
- and

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¹⁹ A draft final report of the Joint Interim Task Force on Health Care Cost Review is available at <https://olis.leg.state.or.us/liz/201711/Downloads/CommitteeMeetingDocument/149994>. Accessed 8-29-18.

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- Eliminated “double-coverage” for PEBB and OEBB-covered employees who enroll as a member on an OEBB or PEBB plan when they are already enrolled as a dependent on another OEBB or PEBB plan.

- **Protecting people with pre-existing conditions**

- Governor Brown has continued to work with Governors of other Medicaid expansion states to lobby the federal government to maintain coverage for Oregonians with pre-existing conditions.

The Governor's Strategies:

to Sustain Health Transformation in Oregon

To continue Oregon's leadership in providing quality health insurance coverage at a reasonable cost, the Governor's plan is as follows:

2. Improve overall health outcomes through CCO 2.0
3. Control **long-term** cost growth in health care spending
4. Use reinsurance to keep rates affordable in the private market
5. Increase access to mental health and addiction treatment
5. ~~Increase investments in mental health and addiction prevention and treatment, including suicide prevention~~
7. Increase capacity, retention, and diversity in Oregon's health care workforce; **emphasize cultural responsiveness and language accessibility**
8. **[Good jobs = better health]**

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1. Ensure Oregonians' access to health insurance coverage.

- ~~Work hand in hand with~~ Convene our health care partners in a consensus-driven approach to secure long-term, sustainable funding for the Oregon Health Plan (OHP), ~~Oregon's Medicaid program, to provide maintain~~ health care coverage for 95% percent of adults and 100 percent% of kids ~~by~~ optimizing federal funds, ~~ensure that program funding comes the program~~ from a broad revenue base, and providing a longer and more stable funding timeline.
- ~~while maintaining a high standard for working to i~~ Improve access to quality care in underserved communities and rural Oregon.
- Continue access to the full spectrum of reproductive health care including access to information about sexual health, preventive care, preconception, contraception, prenatal and post-partum care, and abortion for all people, and maintain access to information about sexual health.
- Continue to invest primary care infrastructure to build on gains, including Patient-Centered Primary Care Homes (PCPCH), support for robust care teams and data infrastructure. Continuing support for a primary care model that weaves together

physical, behavioral and oral health while ensuring Oregon's providers can thrive as we move from paying for volume to paying for value in CCO 2.0.

- o Ensure all Oregonians in all every part of the state have access to affordable, quality health care coverage by using the state's purchasing power and continuing to protect against unreasonable insurance rate increases.
- o Build upon our past success with the CCO model of care coordination, integration, and global budgets;
- o Continue the Compact of Free Association (COFA) Premium Assistance Program- and encourage providers to enter into care coordination agreements with tribes to increase access to care, increase CCO coordination with tribes, and support tribal-ly driven programs. and,

Commented [TE10]: ESH thinks this is a really good soundbite that should show up much earlier in the document.

Commented [KK11]: Tina, read closely to make sure my grammar edits capture your thoughts.

2. Improve health outcomes through CCO 2.0

Finalize the next round of Coordinated Care Organization contracts, to focusing on strengthening connections to community-based services that address social determinants of health, reducing health disparities, and improving mental health and addictions services and integrating care.

- o Address Take action on the social determinants of health by spurring sustainable community innovation and flexible investments in OHP to ensure that low-income Oregonians have access to the supports and services that allow them to live long, healthy lives—by strengthening connections to public health, early and life-long learning, human services, long-term supports, services, quality jobs and affordable housing, thereby improving overall community health;
- o Take action on the social determinants of health by spurring sustainable community innovation and flexible investments in OHP to ensure that low-income Oregonians have access to the supports and services that allow them to live long, healthy lives—by strengthening connections to public health, early and life-long learning, human services, long-term supports, services, quality jobs and affordable housing, thereby improving overall community health. referrals and creates effective communication capabilities between systems;
- o Identify, promote, and expand programs that integrate mental health, addiction health, and oral health services into primary health care to further improve health outcomes and reduce long-term costs. and,
- o Increase accountability for around equity by increasing efforts to collect consistent, reliable race and ethnicity data to identify health disparities early on, and, increasing coordination between Oregon's tribes and CCOs. and,

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~~○ Engage OHA to monitor and help inform public health programs and initiatives that are evidence-based~~

Without strong cost controls, health care will continue to outstrip the growth of the state revenue and personal income. We must deliver care differently in order to reduce cost growth below 3.4 percent in Medicaid, PEBB, and OEBB, to ensure that costs do not outpace economic growth.

- Build on Oregon's success of setting a cost growth target in public programs by creating an all-payer cost growth target based on the total cost of care to contain costs across the entire health system. Build on Oregon's data and transparency efforts to identify opportunities to contain costs that are growing faster than the budgets of families, businesses, and state government.
- ~~○ Identify and curb cost drivers in the health care system that lead to unwarranted price variation or expenditure growth;~~
- ~~○ Ensure responsible implementation of cost growth controls so that costs are reduced rather than merely shifted unnecessarily to other payers;~~
- Contain prescription drug costs by paying for value, partnering with other states, and aligning how we pay across state health programs; further explore options to control prescription drug costs through collaboration with stakeholders including prescribers, CCOs and other payers, and technical experts. Follow recommendations emerging from the Fair Pricing of Prescription Drugs Task Force (HB 4005).
- ~~○ Support healthy & thriving families by reducing adverse childhood events (ACEs) which contribute to biological and physiological changes that lead to adverse health consequences;~~
- Continue the Oregon Reinsurance Program, which provides relief for Oregonians and helps reverse some of the health insurance rate increases related to uncertainty caused by actions at the federal level. For 2018 and 2019 plan years, the program helped reduce individual market rates by approximately 6 percent, strengthening our health insurance markets and assuring access to affordable health coverage.

5. Increase access to ~~evidence-based~~ mental health and addiction treatment, including suicide prevention

- Use OHA's contracting authority for CCOs, local mental health authorities (LMHAs), ~~community~~ community mental health programs (CMHPs), and local public health authorities (LPHAs) to establish baseline expectations for standards of care and access, accountability for outcomes and transparency while promoting and supporting local control and innovation.

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- Reduce administrative burden and system complexity, ~~and~~ Move toward value-based payment with shared financial risk based on clear accountability and span of control.
 - Continue investment in addiction and recovery treatment that focuses on a two-generation approach (parents and children).
 - Complete the behavioral health workforce needs assessment called for in Oregon's Behavioral Health Collaborative by February 2019, including licensed, unlicensed, certified, uncertified, and registered workforce.
 - Expand in-home intensive behavioral health services for children and youth with specialized needs.
 - Assess barriers to effective use of peer-delivered services; establish clear standards for effective and appropriate use of peer delivered services as part of CCO 2.0; ~~and~~
 - Reduce risk factors for suicide for Oregon youth and adults by implementing an Oregon Youth Suicide Intervention and Prevention Plan and an Adult Suicide Prevention Plan.
- ~~Provide increased~~ Increase access to non-opioid alternative pain treatments while ~~monitor opioid use through the Prescription Drug Monitoring Program.~~

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~~2. Improve Oregon's public health system to address 21st Century public health challenges.~~

Ensure Oregon has a 21st Century public health system to handle 21st Century public health challenges.

- ~~Advance public health modernization efforts by~~ strengthening clean drinking water protections, ~~reducing~~ reduce communicable disease risks, ~~increasing~~ increase immunization rates, ~~increasing~~ increase prevention of and helping communities to address environmental health threats, such as wildfire, across the state.
- Enhance state investment in public health community capabilities that includes prevention of communicable diseases, emergency preparedness, and prevention services; ~~and~~
- Create enduring partnerships with tribal, health equity, and culturally-specific partners to inform and lead the development of Community Health Improvement Plans (CHIPs) and Community Health Assessments (CHAs).

7. Increase capacity, retention, and diversity in Oregon's health care workforce; ~~emphasize cultural responsiveness and language accessibility.~~

- Emphasize cultural responsiveness and language accessibility.

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- Require integration and utilization of Traditional Health Workers (THW) and health care interpreters within CCOs and primary care to ensure enhanced delivery of care and improve outcomes.
- Use OHA's contracting authority for CCOs, local mental health authorities (LMHAs)/community mental health programs (CMHPs) and local public health authorities (LPHAs) to establish baseline expectations, cultural competency training and language access; and,
- Ensure that rural and frontier Oregonians have their unique needs met by increasing accessibility through Project Echo, telehealth, and supporting provider loan repayment and loan forgiveness programs; ~~and,~~

8. Good jobs = better health

Good jobs are formidable tools for narrowing health disparities and containing health care costs. ~~Governor Brown launched Future Ready Oregon in 2018 to provide skill and job training to students and adults, helping to close the gap between the skills that Oregon's~~

~~workers have and the skills that Oregon's growing businesses and rural communities need.~~

Having a good, living-wage job influences health both directly and indirectly. There are myriad links between income and health, including: the ability to buy better houses in neighborhoods with places to walk and cycle and; the ability to buy healthier food and to invest in educational opportunities—all of which improve health outcomes.²¹

Governor Brown launched Future Ready Oregon in 2018 to provide skill and job training to students and adults, helping to close the gap between the skills that Oregon's workers have and the skills that Oregon's growing businesses and rural communities need.

- Increase career-connected learning opportunities in all schools and community colleges.
- Expand Registered Apprenticeship opportunities in health care and other high-growth occupations.
- ~~Support construction entrepreneurs to become licensed contractors and develop a skilled workforce, especially in rural areas;~~
- Develop the core competencies needed across the health care industry for non-licensed, non-certified health care occupations (e.g., traditional health workers) and connect this training pathway to the broader health care career pathway, ensuring workers have on and off ramps as they continue to develop their skills; ~~and,~~
- Support the health workforce caring for our communities by increasing workforce development and licensing opportunities in rural and underserved areas.

²¹ The Urban Institute and the Virginia Commonwealth University's Center on Society and Health, Income and Health Initiative: Brief Two, "Can Income-Related Policies Improve Population Health?", April 2015, pp1-10.

DRAFT